

AMERICAN JOURNAL OF EDUCATION

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THE SAFETY OF A REPUBLIC

VOL. XXX

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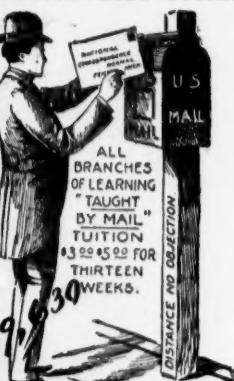
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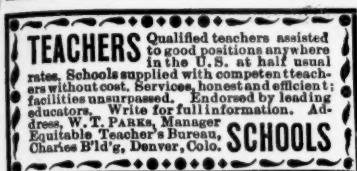
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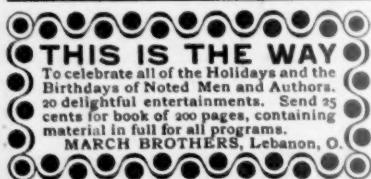
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A STEP FORWARD.

Good work in our schools has been accomplished every year and especially has this been true in 1896. The year 1897, however, must see an advance or we will go backward. There can be no standing still. No advancement means retrogression.

In our planning for the new year let us place our ideals high and strive to attain them.

As it depends not so much upon "what the child studies as with whom he studies," let us strive to be worthy leaders of the children who so confidently trust in us.

Let us first study carefully to know ourselves. Perhaps our faces are, all unconsciously, forming that stern, commanding appearance which all children readily detect and dislike.

Or may be the voice has become harsh and keyed too high. This is a very common failing, although occasionally we find a teacher who talks entirely too low.

While riding on a railway train a few days ago, three ladies got on the train at a station and my companion remarked: "Two of those

ladies are school teachers." I asked him his reasons for thinking so and he said he knew it by their voices, and his surmise proved to be correct. Perhaps our voices need reconstructing, therefore we say let us begin by taking a look inward—a study of ourselves.

Then again, if we would reach our ideal we must study the child more than ever before. Study him in the light of his surroundings. His growth and development from a physiological standpoint. Study his tastes, likes and dislikes, and see that they are properly cultivated. Study him in the light of the knowledge obtained by the child-study societies, but above all, if you would really know the children under your care study them with their parents. A half-hour's talk with that boy's mother will give you a better insight into his real character than weeks and months of tests, examinations and measurements.

Then let us study the parents, or as one aptly puts it, "Spend less time on books and more time studying folks."

In so far as the politician is one who has a keen insight into human nature and understands how to handle people, let us be politicians. Learn to be good handshakers. Take an interest in the people of the district and then they will be interested in you and your school, and you will be a power for the great uplift of intelligence during eighteen hundred and ninety seven.

N. E. A. MEMBERSHIP.

From the report of the membership at the last meeting of the National Educational Association, which was 9,048, we notice that of the ten States which enrolled more than 300 each, all except two, New York and Pennsylvania, are in the north-central division or what is often called the Middle West. The following is the enrollment:

1. New York	2,121
2. Illinois	1,146
3. Michigan	595
4. Iowa	571
5. Ohio	565
6. Wisconsin	412
7. Missouri	395
8. Nebraska	365
9. Pennsylvania	326
10. Minnesota	305

These ten States enrolled a total of 6,801, which leaves only 2,247 from the other 34 States and the Territories.

If attendances at these national meetings is any indication of the interest felt in education by the teachers—and we think it is—then this table certainly shows the "Middle West" to be leading in the educational affairs of this nation.

We desire to call attention to the article in this issue on Systematic Science Teaching. Too much of the nature study and science lessons that are often attempted are disconnected, having no general plan in view. This article gives a well-prepared and carefully-selected series of science lessons and is well worthy of careful study.

A litigant at law should have three bags: one of papers, one of money, and one of patience.—Proverb.

Fail not for sorrow, falter not for sin, But onward, upward, till the goal ye win.

—F. A. Kemble.

S. E. A., MOBILE, ALA.

The seventh annual session of the Southern Educational Association met at Mobile, Ala., December 29-31. Although not as largely attended as formerly the meeting was one of the very best.

At the opening session very able and instructive addresses were made by Hon. W. G. Clark, President of the Board of Education, of Mobile County; Hon. C. L. Lavretta, Mayor of Mobile, and Governor Johnston. All these gave a very hearty welcome to the State, county and city. The response by Prof. Geo. J. Ramsey indicated very clearly the problems before the association for settlement, and the need of these annual meetings as follows:

"The problem of education in the South presents many peculiar difficulties and discouragements. We have two distinct races to educate, we have large areas of sparsely populated country, we have our poverty. These and many other things are against us, and because of these things, this band of teachers meet yearly to take counsel together, to gain experience from the wisdom of others, to gain momentum from concerted action, to gain inspiration from the elbow touch."

All the papers and addresses were of a very high order.

The following officers were elected for this year: George J. Ramsey, of Clinton, La., for President; T. F. McBeath, of Jacksonville, Fla., for Vice-President; George B. Cook, of Hot Springs, Ark., for Secretary; John D. Yerby, of Mobile, for Treasurer.

By almost unanimous vote the association recommended that the next meeting be held at Nashville, Tenn., during the summer.



GEORGE J. RAMSEY,

President Southern Educational Association

NOTES.

Hon. Richard C. Jones gave some very convincing statistics in regard to education in the South.

Prof. Marion Bigley, of Kansas City, Mo., instead of reading a paper, had prepared a series of charts by which he very clearly explained "The Rational Method of Teaching Arithmetic in Elementary Schools." So much interest was manifested in this subject that by special request. Prof. Bigley gave another hour to this subject, beginning at 8 o'clock in the morning.

State Superintendent Glen, of Georgia, made a very forcible talk in favor of the county as the educational unit, a compulsory institute law, and of the teachers mixing more with the people and studying folks.

A query that was often heard: "Why will a man allow his name to appear on the program and then himself fail to appear?" Brethren, these things ought not so to be.

We wish those people of the North, who are always murmuring about the way the negro is treated in the South, could have heard the paper by Supt. T. F. McBeath, and the discussions that followed. To those who desire to understand the race problem of this Southland, we can only say, like the disciple of old, "Come and see."

Supt. Dougherty's speech completely captured the Association. He has the happy faculty of knowing just what to say, how to say it and when to stop. Already the teachers of the South are planning to attend the N. E. A. at Milwaukee in July.

The citizens of Mobile, the street car companies and the steamboat people have our thanks for favors shown.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The Illinois teachers had another great meeting at Springfield this year. This State is leading in large and enthusiastic educational gatherings and this meeting was one of the largest and best. The subject of Free Text Books received more attention than it has ever had before.

Prof. David Felmley, of Normal, read an elaborate and carefully prepared paper bringing the subject before the association with much force and clearness. The discussions occupied nearly one entire day, at the conclusion of which a motion was carried, that one member from each senatorial district be appointed to work with individual members of the Legislature to secure the passage of a free text book bill. Two hundred dollars were appropriated from the funds of the association to defray the expenses of the committee, and a further sum, not to exceed \$250, was appropriated to print and circulate throughout the State 10,000 copies of Prof. Felmley's address and the discussion of Mr. Errant and others.

MISSOURI STATE TEACHERS' ASSOCIATION.

As we predicted last June, the recent meeting of the State Association, held at Sedalia, December 29-31, was the largest and best

meeting yet held in this State. It was a representative meeting; the leading teachers from all over the State were in attendance and every one full of educational enthusiasm.

The subjects for discussion were well chosen, papers carefully prepared and the discussions lively and to the point. President W. H. Martin made a model presiding officer. The new plan of appointing the committees gave very general satisfaction. The next meeting will be held at Jefferson City, December 27-29, 1897.

The following are the officers elected for this year:

John R. Kirk, Jefferson City, President.

L. W. Rader, Carrollton, Secretary.

Mrs. Lucy B. Fulton, Chillicothe, Assistant Secretary.

James A. Merrill, Warrensburg, Treasurer.

C. W. Thompson, Kansas City, Railroad Secretary.

E. D. Luckey, St. Louis, First Vice-President.

H. E. DuBois, Trenton, Second Vice-President.

F. A. Hall, Springfield, Third Vice-President.

A. B. Sloan, Kennett, Fourth Vice-President.

The following are the principal resolutions adopted. They clearly outline the work that is to be accomplished in this State.

RESOLUTIONS.

—That in the interest of a better and more efficient education throughout the State we do strongly advocate county school supervision in each county in Missouri, and request the legislature make provision by law at the coming session of the general assembly to provide a means by which this supervision may come.

—That should the general assembly, during its next session, revive the uniform text book law, the subject of mental arithmetic should be added to the list of common school branches.

—That we recommend an amendment to the State school law to the effect that the State superintendent's annual report be made to the governor December 1, each year, and that said report be printed during December, in order that it may be distributed not later than December 26.

—That we are opposed to any legislation that may give to the diplomas of private schools the force of teachers' certificates.

—That we believe the advance made by the State has outgrown our constitution so far as the school system is concerned, therefore we express our approval of the proposal to call a convention for the purpose of forming a new constitution for the State of Missouri.

W. H. Prentice, of St. Louis, offered a resolution favoring the passage of a compulsory education law, and after a sharp debate, it was unanimously adopted.

County Supervision.

Mental Arithmetic.

An early report from the State Superintendent.

No teachers' certificates from private schools.

A constitutional convention and a compulsory education law.

Here now is something definite for every teacher in Missouri to work for. Now all at it and all together, and results will follow.

The Southeast Missouri Teachers' Association held a very profitable session at De Soto. The officers for the ensuing year are as follows: President, Charles M. Gill, of De Soto; Vice-President, A. H. Akers, of Farmington; Recording Secretary, Miss Myra Withers, of Piedmont; Corresponding Secretary, S. T. Greeham, of Cape Girardeau; Treasurer, W. G. Atchison, Morley, Mo. The committee reported resolutions suggesting that the General Assembly provide for efficient county supervision and largely increased appropriations for the public schools. The normal schools were enthusiastically endorsed and their work commended. The State University came in also for laudatory endorsement. The next meeting will be held at Cape Girardeau during next Christmas week.



THE NATURAL ROAD TO LEARNING.

BY SUPT. J. M. PARKINSON.

What is the true ideal of education?

"The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable."

"Education includes whatever we do for ourselves and whatever is done for us by others for the express purpose of bringing us nearer to the perfection of our nature."

"Education is the preparation for complete living."

"Education is the harmonious and equitable evolution of the human by a method based upon the nature of the mind for developing all the faculties of the soul, for stirring up and nourishing all the principles of life, while shunning all one-sided culture and taking account of the sentiments upon which the strength and worth of men depend."

"Education is the sum of the reflective efforts by which we aid nature in the development of the physical, intellectual, and moral faculties of man in view of his perfection, his happiness and his social destination."

These are the ideals of Plato, Mills, Spencer, Stein and Compayre. Men who have studied deeply into the problem and who found much of the truth, and who in a great measure agree. Shall we attempt to sit in judgment over such men? Shall we set up opinions in opposition to theirs?

No, merely this: they found the truth, but did not set in relief the gem of this truth.

It is the field of education to develop—the nearest approach to perfect physical man. It is the field of education to feed and nourish the mind of man in such a manner as to lead to the highest intellectual attainments. But the true ideal of education is that in this training of the physical and mental powers we make all assist in the development and establishment of a strong moral character.

Are we doing this kind of work to-day in our schools, or in a weak way trying to lead to the mere acquisition of knowledge, with no definite purpose?

Teachers of the public schools, let us stop; let us consider. The development of a character capable of coping with the problems of this world, the development of a character prepared to take a place in the great economy of life, the development of a character prepared to understand the Fatherhood of God and the universal brotherhood of man. This is our field of labor. This is the pattern which we are to follow. This is the shape we are to mold.

Now that we know our work, it becomes our duty to know how to perform it. We all feel that we know how to do our part, if we could only get the attention of the children, if they had any interest in their work.

Why this lack of interest? Is it the fault of the child? I answer, no. I hold that the child, in the simplicity of his childhood, is eager for instruction; is desirous of knowledge; is waiting as the potter's clay to be molded. Is it the fault of the teacher? It may be in part. But this is not where the fundamental error lies. How does the farmer sow seed upon the

earth? He first prepares the soil. How should the teacher sow thought germs upon the child's mind? May we expect to hold the attention and interest of the child upon subjects for which his mind has not been prepared? May we expect fruits of knowledge to grow upon intellectual fields unless we prepare the intellectual soil? We have discovered only a few years ago that to teach the alphabet first and then to teach to spell and after all this to teach to read, is the reverse order, is an unnatural order. We are learning slowly that the rod and other means of correction are not the only aids to interest or attention. But this is not all the error of which we are guilty. Why this lack of interest in reading, writing, arithmetic, spelling, grammar, geography and history? Because of unprepared minds, because of wrong order and wrong method of presentation.

Let us inquire into the order of presentation. For this purpose we shall take the general division of studies as set forth by the Herbartian school of pedagogy: history, natural science, and the formal studies. Under the last division is placed grammar, writing, much of arithmetic and the symbols in reading.

In the old method of presentation and in fact much of our present system, the formal studies are presented first. No habit of study or thought have been developed, no interest has been awakened, no preparation has been given to the mind. The task is assigned from one or more of the formal studies and the child is told to study, to get his lesson. He has no interest in the matter before him. He does not even know how to study. The subject before him has no relation with any of his past experiences.

It seems to have no connection with life.

What is the natural law of interest? Is it aroused by an appeal to books? Is it aroused by an appeal to meaningless characters called letters? Is it aroused by an appeal to words not understood? Is it aroused by an appeal to general truths? Is it aroused by an appeal to rules, definitions and principles, which have no place in the mind of the child, for which he sees no use? To all of these we answer, no. The natural law of interest lies in an appeal to life. The wonder is that children have been as attentive as they have. That they have learned at all.

What, then, is the order? First let the work of the kindergarten teacher be thoroughly and properly done. By the kindergarten I do not mean merely a place to amuse children, but a place where the child is given the proper thought-food. Where habits of mind and thought are trained and developed. Where the child is prepared for the next work in life. In short a child's garden. A place where the mind of the child is cultivated, nourished, watered and fed; where his past experiences are brought into relation with new ones and his little mind is kept active in useful fields and thus kept growing every day. Do we set a tree in the earth and then leave it for at least one-twelfth of its life to grow as it may without cultivation or attention? If the little tree is given so much attention in its early life, why not the mind of the little child? Shall we leave that glorious creation of God, which in its perfection and beauty is the nearest approach to divinity of any created thing, to grow as do the weeds and briars and brambles? We all answer, no. But rather let us tend it every day

of its young and growing life, so that no dwarfing may come, but healthful active growth?

Following the kindergarten let the child enter a public school in which a new order of presentation prevails. A school in which history, including biography, history, story, myth and literature, is the center around which all other work is concentrated; a school in which natural science is second only to history; and third in the list, but not of less importance, comes the formal studies.

What is the object of this course of action? Let us see. In the story of literature which we have classed as a part of history, we find stories of real and imaginary life; stories which bring out the moral qualities of man in his relation to other men and to nature; stories which present the beautiful, the true and the good; stories which are the natural thought-food for the child.

What are we to gain by this course of instruction? First, we have obeyed the laws of nature and therefore we may expect growth. We have inaugurated a course of action which will develop memory, imagination, the power of reproduction, the power of narration and the power of description.

If these stories are properly presented they develop a love for good reading; they prepare the mind for the study and comprehension of literature in general and history in its more restricted sense; they may be made a very strong influence in moral character building. Let these literature stories be only from standard literature. Follow the literature stories with local history. Move out from the home with other history stories. Let these be associated with the child's work in geog-

raphy. Continue this work until the sixth or seventh year of school is reached, when you have a mind prepared to study and appreciate history and literature. In short, we shall have awakened such an abiding interest in these subjects that the after study of them will be a pleasure sought rather than a task shunned and dreaded.

Let natural science be associated and correlated with all the work in literature and history. Keep the child in touch with nature, with which he has ever been associated and environed, and of which he is a part. In this direction some of our fellow-workers have gone astray and have made nature-study the basis. They should have learned that human life and character and deeds and achievement are in nearer relation to the child than natural science, and are greater forces in moral character building. But nature which exists outside of the child's being is a part of its environment. It is his to conquer, it is his to use. Shall he grow up in ignorance of the wonders and beauties all around him? Rather let us drive out the harshness and coldness that is now so common in man by bringing the child in touch with nature, and "Lead him from nature up to nature's God." Let us awaken the springs of interest and observation by opening the book of nature to the young and inquiring mind. When once the activities of the mind are aroused by life and nature, we shall not complain of listlessness and lack of interest.

By the study of nature or natural science, I do not mean studying about nature as found in a book. But the study of nature as it lies all about us. Go out into the open fields under the blue canopy of heaven and study and

know "what God hath wrought." Prepare these buds of manhood and womanhood to see and to know the relations in life and nature to each other, to conquer nature for his own use and enjoyment; and we have done a large part towards the development of manhood and womanhood. In our instruction in literature, history and nature study, we have fed the mind of the child upon natural thought food. This kind of food has caused a natural and healthy growth of the mind and as the years go by, in the child's history, we find the different faculties of the mind are normally developed. Memory, imagination, perception, observation, reasoning, judgment, reproduction, narration, description, concept-forming, each in its turn has budded, blossomed and become full blown just as the little plants which the child has learned to love so well.

But what of the formal studies? Have they been left out of account? By no means. These are the child's work. The literature, history and natural science are his food. Is it not strange we are so slow to see the economy of nature? Wondrous strange that we should insist upon the mental work without the mental food.

Now we have presented a mind menu which will last all through the child's school life and furnish food even unto his old age. If it be properly prepared, served and presented in the right order, mental starvation need never be feared. Strength and endurance have been given to the mind.

(To be concluded.)

A New Year's Wish.

"A bright New Year and a sunny track
Along an upward way,
And a song of praise on looking back,
When the year has passed away,
And golden sheaves nor small nor few!
This is my New Year's wish for you."

NATURE STUDY.

BY MARGARET K. SLATER.

I have outlined here a plan for scientific nature study which was tried last year by the teachers in the school with which I am connected, with such excellent results that I can confidently recommend it to teachers who believe with me that the science lesson should be something more than a desultory talk. In carrying out our plan of study we were guided by the following principles:

1. To study, where possible, those animals with which the child was somewhat acquainted, by observation preferably. After these, those that could be illustrated by drawings, pictures, or preserved specimens.

2. That as isolated facts have comparatively little interest or educative value, the teacher should have in mind a systematic plan, or object to be attained, not only by the lesson, but by the course of lessons for the quarter or term, and that her teaching should be directed to that end.

3. To subordinate matter to method, the principal end being the development of the pupil, not the mere teaching of scientific facts. It was our custom to meet on Monday evening of each week to discuss the lesson to be given on the following Wednesday. At these meetings, which were thoroughly enjoyed by the teachers, the method and material of the succeeding lesson were clearly apprehended.

One general idea was that of endeavoring to awaken in the children who were studying nature in detail some perception of the underlying unity of natural phenomena. We did not begin by clas-

sifying, but the classification was borne in mind by the teacher, and the series was so planned as to lead the pupils to note for themselves the general in the particular and, at the same time, the particular in the general.

Our object then in selecting animals for study—and here choice was somewhat restricted by the prescribed "Course of Study"—was to develop the notion of relationship or classification in the children's minds, at first implicitly, afterwards explicitly. We therefore selected from the Course of Study, or from the geography and reading lessons, four animals to be studied somewhat superficially at first, yet carefully with reference to the object in view: that of showing the four great divisions of the animal kingdom. In our first lesson we spoke of the cat, the spider, the oyster, and the star-fish. In these, external peculiarities of bodily structure are so apparent that the natural separation into vertebrates, articulates, mollusks, and radiates became at once evident. These scientific terms were not given at once; in the first, second, and third grades not at all, though in other respects the primary lessons were similar and were given with the same general object. Thus we held to the teachings of every-day experience: that the great is noted before the small, the whole before its parts, and yet that the whole is not to be understood without concurrent examination of its parts or details.

The general aim being now attained by this first lesson on four animals, we gave the next week a similar lesson upon four others in the same way and with the same

aim. And now in subsequent lessons these eight animals were taken up again and studied in detail, new material being now introduced in the form of talks about food, habits, utility to man, etc. Information was drawn as much as possible from the children themselves, their powers of observation and expression being diligently cultivated.

These facts having been taught and reviewed, we took up for consideration the five classes of vertebrate animals. For the first lesson we chose the following: Camel, pigeon, snake, frog and mackerel. Thus were noted the classes mammals, birds, reptiles and fishes. Great care was exercised throughout this series of lessons to talk about the particular animals or types first, points of agreement and difference being carefully noted. After this five other vertebrates were introduced as illustrations, and then again separate study was given to each individual and group. Anecdotes showing the intelligence, affection or other mental traits of animals were properly interspersed with a view to the ethical culture of the children. Finally the following formulae were placed upon the blackboard and made the basis for oral and written reviews and compositions:

(Formula for Grades I, II and III.)

1. What kind of animal is it?
2. What is it like?
3. Where does it live?
4. What does it do?
5. What is its food?
6. Of what use is it?
7. Tell a story about it.

(Formula for higher grades):

1. Branch of the animal kingdom; why?
2. Class; why?
3. Climate (country).
4. Appearance.

5. Food; habits.
6. Utility to man.
7. Anecdotes; interesting facts.

These lessons were very successful and awakened much interest among the pupils, who brought in specimens for examination daily. There should be more time given to nature study. Much of the time spent in studying geography could be more profitably given to a well planned course of lessons upon general science.

St. Louis, Mo.

MORAL TRAINING.

BY MARY J. TOHER.

Mental training without moral training is like the night without the day. Too often we see this important part of a true education neglected. Should not mental training go hand in hand with moral training? Is not the formation of a moral, religious character the end of every education? Is knowledge power unless it is guided by moral training?

Many pupils have good instruction, but few have a good education. Let us not cram the minds of our scholars with cold, isolated facts, but let us attach to them good, true examples. Merely telling our pupils to do right will never make them do so. We must be what we want our pupils to be. A pupil will to a certain extent, be like his teacher.

In examinations we sometimes hear a teacher say: "Now scholars I will not collect the books, I will put you on your honor. I trust that none of you will copy." Is not that teacher defeating his own purposes? When his back is turned in nine cases out of ten those pupils are doing exactly what he told them not to do. Pupils cannot be led to be honest

when temptations of dishonesty are right before them.

We have the responsible work of forming and moulding character, the grandest of all human structures. Are we not justified, then, in giving the most careful attention to this link which binds the real to the ideal?

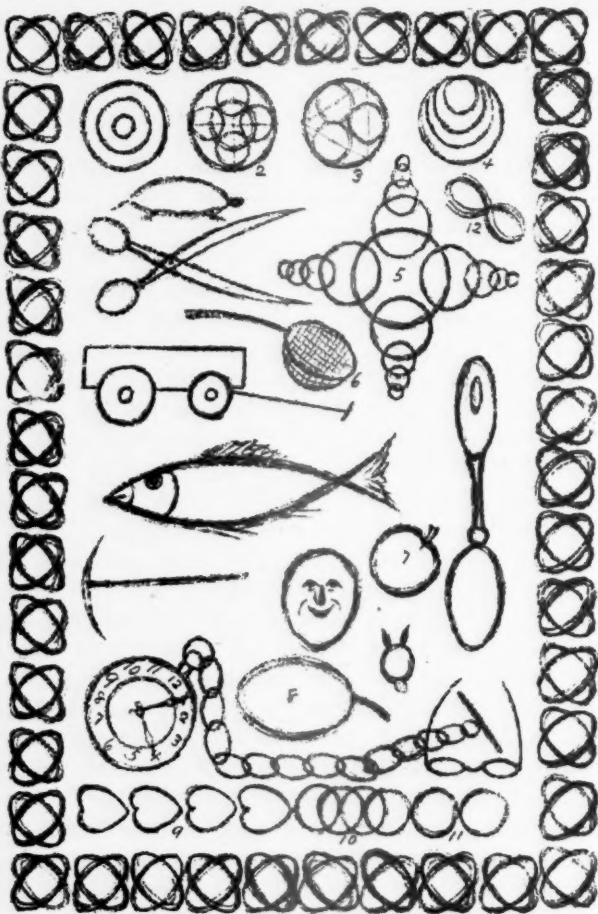
We may study all the sciences in existence, but if we have not studied the science of sympathy and cannot help our pupils to have a broader, a deeper insight of life and cannot lead them by word and example to that grand height of good, moral character, we, as teachers, are failures.

Not only the mind must be drilled, disciplined and educated, but the heart as well, for, if we give great attention to the mental training and little to the moral, we sacrifice one of the most valuable aids to an education. We must not look to the end only, but to the means also.

Should we send our pupils drifting on the treacherous sea of life in the open boat of human aspirations without the rudder of morality to guide that boat from shoals, hidden rocks, and dark, deep undercurrents of deceit and wrong-doing? If we do will there not be a shipwreck of ruined hopes and false ambition? Should we not guard well this important gate to the highway of success in order that our pupils may leave our care not only well instructed, but having right motives and aspirations which shall cause our work to still flourish long after the rules of arithmetic have been forgotten and long after the remembrance of school duties are locked forever within the doors of the ever-fading but happy past?

LeClaire, Ia., Dec., '96.

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PRACTICAL DRAWING.

BY W. T. PARKS, DENVER, COLO.

Three things are essential to good drawing: correct seeing, hand control and practice. All are equally important. To acquire the first and second, nearly always leads to the performance of the third. The second is the most difficult and is given least attention. Pupils unfortunately do not understand the benefit of a free controlled motion. This makes it difficult for the teacher to teach it, especially when his skill (or rather lack of skill) fails to inspire them. Again, the exercises the pupil is required to practice to develop hand control, are not always interesting, in fact, they are as given, usually, most uninteresting. To fail to interest children, is to fail completely. It is easy to interest, but some thought and tact are necessary.

Why practice on meaningless exercises for the development of hand control, or for any other purpose, when it is easy to devise scores of them that are not only beautiful, but represent ideas. To interest children, especially, their work must mean something to them. Why not make it so? Why not adapt their work to them instead of trying to adapt them to their work? The former means success, the latter failure. Why not make some of the child's plays, toys and ideas, the bases of its exercises in drawing and writing? It can be done most successfully.

Whether the work be drawing or something else, adapt it to the child's ability, incorporate into it the child's ideas, present intelligently and enthusiastically, and there will be no failures. The child should be studied first and the subject afterwards. One child has no difficulty in interesting another, be-

cause their thoughts, tastes, ideas and etc., are similar. Our course is clear. We have only to reach down to the child and guide it upward. Failure to do this, is why so many teachers fail to interest their pupils in drawing, writing and etc.

The accompanying exercises are self-explaining. Devise many others for your pupils out of the abundance of material that surrounds you and use them freely. Always adapt to age and advancement. Their chief use will be the development of hand control, but other good things result also from their practice.

In the practice of any exercise, freedom should be the first aim, then hand control. Thus stiffness and weakness will be avoided and facility and skill developed. In practicing any of these exercises the pupil should retrace at least a dozen times before changing. Habits are to be formed and repetition is the only method.

The Agricultural College at the University of Missouri is offering two practical Short Courses, one for the farmer and stock breeder, and the other for the horticulturist, both beginning January 5th, 1897, and continuing twelve weeks. No tuition is charged. Those courses deal exclusively with the practical phases of Agriculture, Dairying and Horticulture, and cover the subjects of breeding, feeding and judging live stock, butter and cheese making, crop growing, veterinary science, manures and fertilizers, drainage, orcharding, small fruit growing, market gardening, methods of combating injurious insects and destructive diseases of the orchard and field crops, and training in carpentry and blacksmithing. Write to Dean H. J. Waters, at Columbia, for an illustrated pamphlet describing these courses.

"When gentle spring-time comes," she wrote,

"Reclothing bush and tree,
And nature takes a greener hue—
'Tis then I think of thee."
"Ah, greener hue," he murmured,
As he madly beat his head,
And weeks passed by in silence

As she wondered what she'd said.

Mark Twain says: "It were not good that we should all think alike. Differences of opinion are what make horse races."

Current Events

A NEW METHOD OF RAPID TRANSIT.

A patent for a new method of rapid transit was recently secured in the United States by Eugene Laugen, of Cologne, Germany. This system consists of suspended cars, running on one rail, and may be built single or double track. In case of the former one side of the supporting frame is constructed on a curve, so as to bring the suspended car within the supporting base. The passengers face the center of the car or the outside. Two short roads of this system are in operation, one in Ireland, and one in France. The Irish railway connects two towns ten miles apart and this distance with steam power is frequently covered in five minutes, or at a speed of one hundred and twenty miles an hour. A speed of one hundred and fifty miles an hour has been attained. On the new electric road now building near Brussels, it is claimed, the cars will be run at the rate of two hundred and fifty to three hundred miles an hour. In a few years we will be able to take supper in St. Louis at 6 p. m. and retire for the night at 9 p. m. in Chicago. Or, go from New York to San Francisco in less than a day. This is the practical "Flying Machine" that will be in operation soon.

IMMIGRATION LAWS.

At the last session of Congress the House passed a bill providing that no male immigrant between sixteen and sixty years old should be admitted to this country unless able to read and write some language, but it was provided that the requirement should not be allowed to exclude the father of any person that might himself be admitted. A bill to a similar effect has now been passed by the Senate, with amendments making an exception in favor of Cubans coming to this country during the present disturbances, and allowing admissible immigrants to bring their wives, parents, grandparents, minor children and grandchildren, even if these are unable to read and write. Objections have been urged against leaving the law so loose. The points on which the Senate and the House bills differ remain

to be adjusted by a conference committee. The Senate bill provides for the manner in which ability to read and write shall be tested. The Constitution is to be printed on slips of card, each containing five lines. The immigrant may choose in what language the test shall be made, and shall then draw from a box one of these slips printed in that language, and write out what is printed.

THE VOTE FOR PRESIDENT.

The official returns of the election show that McKinley received 7,123,234 votes, Bryan 6,499,365, Palmer, 125,037. Levering, 125,185, Matchett 16,016 and Bentley 9,665. McKinley's plurality is 623,869 and his majority over all 347,666. Bryan secures one of Kentucky's thirteen electors. As matters now stand McKinley's electoral vote is 276 and Bryan's 171.

U. S. WAR DEPARTMENT.

The annual report of Secretary Lamont for the War Department has been made public. The Government now has seventy-seven military posts and an army of 25,426 men. The armory is turning out 125 rifles or carbines a day, to take the place of the old patterns, and all the ammunition for small arms is supplied with smokeless powder. The estimate for the next fiscal year is \$10,482,268, a small sum compared with the outlay of such European States as Germany. But the difference is largely covered by the pension bill. An item of interest is that relating to the commerce of the Great Lakes, which is under the supervision of the War Department. The amount of shipping passing through the Detroit River during the year was 25,850,000 tons, valued at \$275,000,000. This tonnage is greater than that of Liverpool and London combined for the year 1894. These figures show the great importance of the internal trade of the country, and also the advantage of water transportation.

THE GERMAN NAVY.

The German Emperor is ambitious to have a powerful navy, and has been making appeals to the people to support him in his attempt. Along the same line a proposition has been made to the Reichstag to increase largely the appropriations for the navy, and an increase of \$32,500,000 is recom-

mended for next year. The great burden of taxation involved leads to bitter opposition.

THE LIFE-SAVING SERVICE.

The number of disasters to vessels along our coasts during the past year has been greater than during any other year in the history of the life-saving service. On the other hand, the number of lives and the value of property saved have also been greater in proportion to the lives and property endangered. But twenty lives were lost out of more than 5,000 in peril, and the value of the property lost was less than \$1,500,000, while the value of that saved was more than \$11,000,000.

THE VENEZUELA CASE.

Since England and the United States came to an agreement in regard to the Venezuelan difficulty, the question has been raised whether the settlement would be accepted by Venezuela. President Crespo was known to favor it, but the treaty would need to be ratified by the Venezuelan Congress, and there was a party in the nation that objected to the terms. The Venezuelan Minister to the United States and Mr. Storrow, who has acted as counsel for Venezuela, have visited South America in regard to the matter. It has been decided not to call an extra session of the Congress to consider the question, but to wait until the next regular session. President Crespo asked that efforts should be made to have the treaty modified so as to give to Venezuela one representative on the arbitration commission, and with that change the proposed terms will be acceptable to him and his Cabinet. Some of the people object that England has been given the advantage in the rules adopted for determining the ownership of territory. It seems hardly probable, however, that the opposition will be strong. President Crespo has issued an order directing that Government officials shall collect all arms and ammunition in the country, except what is held by the army, before the opening of Congress.

The late statement of the condition of the United States Treasury shows: Available cash balance, \$225,142,408; gold reserve, \$134,725,781.



METHODS AND SCHOOL ECONOMY—QUESTIONS.

1. A room is 18 ft. long and 12 ft. wide. In multiplying to find the area, show why the product is square feet.

2. Give the necessary directions for teaching 4×5 objectively.

3. Show how the idea of a watershed may be taught objectively.

4. Name two methods of teaching geography to beginners and state an advantage of each method.

5. What colors should be taught first? Why?

6. Outline the general character of language work for first year pupils.

7. Name two important advantages to the pupils from the study of grammar that should be kept in view in teaching this subject.

8. Name three considerations that should guide in the selection of words for the beginner in reading.

9. Name two devices that will help to break up mechanical defects in reading.

10. Name two special advantages of written spelling over oral spelling, and one advantage of oral spelling over written spelling.

METHODS AND SCHOOL ECONOMY—ANSWERS.

1. A strip one foot wide the length of the room would contain eighteen square feet. Twelve of these strips would be required to cover the floor or ceiling. Therefore, twelve times eighteen square feet gives the area of floor or ceiling. The multiplicand is square feet, consequently the product must be.

2. Before teaching 4 and 5, one, two and three will have been taught. Then have children put one object with three objects and observe the number of units. Term four should be given by teacher if pupils cannot give it. Drill, using different kinds of objects. Teach five as composed of four and one in same manner.

3. The best way is to take the children into the fields if a watershed exists in the vicinity, and explain its physical features to them. If not, the molding-board or a relief map may be used.

4. (a) Commence with school-room, school grounds, school district, township, county, State, etc. By this method we proceed from the known to the related unknown by observation and comparison; (b) Another way might be to commence with globe lessons, place lessons, etc. This avoids the error into which children are likely to fall that the surface of the earth is flat with irregularities of hills, valleys, etc.

5. The primary colors. Because they are most commonly used, and because the others are derived from these.

6. The first part of the year the work should consist of conversational lessons. Reproduction work should be added as soon as the children are prepared for it and continued through the year.

7. Correct use of language and the relative value of the various elements.

8. Words should be short, easily combined into sentences and include names of objects familiar to the children. It would also be well to select some words found in the first few pages of their first reading book.

9. Study lesson thoroughly. Have thought given in children's own language, then in language of book. Teacher read and children imitate.

10. The eye helps to recognize the correct form; this is the way we spell in our life-work. By oral spelling we should teach correct pronunciation and distinct enunciation.

GEOGRAPHY—QUESTIONS.

1. Define (a) latitude; (b) longitude; (c) meridian.

2. Describe the following rivers: (a) Yukon; (b) Rio Grande; (c) Danube; (d) Congo; (e) Orinoco.

3. Name the States bordering on New York, and give the capital of each.

4. Name five lakes of New York whose waters pass through the Oswego River.

5. Locate the following bays: (a) Baffin; (b) Bristol; (c) Hudson; (d) Biscay.

6. (a) Name two large seaports of England; (b) two of Scotland; (c) two of Ireland.

7. (a) Name three large rivers having deltas. (b) How are deltas formed?

8. What five countries of South America border on Bolivia?

9. Locate the following mountains: (a) Ural; (b) Pyrenees; (c) Caucasus; (d) Hecla; (e) Marcy.

10. Name and locate five large cities of Europe, and tell for what each is especially noted.

GEOGRAPHY—ANSWERS.

1. (a) The distance north and south of the equator. (b) The distance east or west from any selected meridian. (c) The great circles which pass through the poles dividing the globe into eastern and western hemispheres.

2. (a) Rising in British Columbia it enters Alaska near the Arctic circle, and flows into the Behring Sea. (b) Having its sources in Colorado it flows into the Gulf of Mexico. It is the boundary line between Texas and Mexico. (c) It flows from Germany through Austria and Turkey to the Black Sea. (d) One of the largest rivers in the world, situated in the western part of Africa. (e) Flows from Guiana 1,600 miles to Atlantic Ocean.

3. Pennsylvania, Harrisburg; New Jersey, Trenton; Connecticut, Hartford; Vermont, Montpelier; Massachusetts, Boston.

4. Seneca, Cayuga, Owasco, Oneida, Skaneateles.

5. (a) West of Greenland. (b) Alaska, inlet of Pacific Ocean. (c) An inland sea, Canada. (d) Bay of Atlantic Ocean, from Uskant Fr. to Cape Ortegal, Spain.

6. (a) Liverpool, Portsmouth. (b) Glasgow, Edinburgh. (c) Dublin, Queenstown.

7. (a) Mississippi, Yukon, Amazon (b) By the deposits which the river brings down, turning it into different channels.

8. Brazil, Peru, Paraguay, Argentine Republic, Chili.

9. (a) Ural, Prussia, extends from Arctic Ocean to Orenboorg. (b) Pyrenees, between Spain and France. (c) Caucasus, Russia, between Black and Caspian Seas. (d) Hecla, Iceland. (e) Marcy, New York.

10. Hamburg, Commercial port. Munich, Library. Berlin, University. Geneva, manufacture of watches. Dresden, Museum of Art and Science.

GRAMMAR—QUESTIONS.

(1) Such an author as Washington Irving, whose matter is always interesting, (2) always delightful, indeed, and whose use of language is so unaffected (3) and free from strain, would

be excellent for young students. Through such (4) an author, their vocabulary could be enlarged in a most pleasing way, and (5) they could hardly, unless very stupid, get false impressions of meaning, from (6) the author's nice use of words.

HIRAM CORSON.

The first seven questions refer to the above selections.

Formity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz.: transitive and intransitive. A transitive verb may be used in the active or the passive voice.

8. In parsing a verb, observe the following order: Principal parts, regular, or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

[Each of the following questions has 10 credits assigned to it.]

1. Select and classify according to note 1, three subordinate clauses.

2. Give (a) three modifiers of matter (line 1); (b) four modifiers of use (line 2).

3. To what part of speech does each of the following words belong? (a) such (line 1); (b) as (line 1); (c) indeed (line 3); (d) unaffected (line 4); (e) unless (line 10).

4. Give syntax of (a) author (line 1); (b) Washington Irving (line 1); (c) author (line 12).

5. Select (a) transitive verb in the active voice; (b) a transitive verb in the passive voice; (c) an intransitive verb.

6. Select (a) three adverbial phrases; (b) two adjective phrases.

7. Compare three different adjectives, (a) one by the addition of a syllable; (b) one by the addition of adverbs; (c) one by different words.

8. Decline an example of a pronoun (a) in opposition with a noun; (b) as an attribute (predicate pronoun.)

10. Illustrate the use of a clause as object of (a) verb; (b) object of a preposition.

GRAMMAR—ANSWERS.

1. Whose matter is interesting; whose matter is delightful; whose use of language is unaffected. All adjective clauses.

2. (a) Whose, pronoun; interesting, predicate adjective; delightful, predicate adjective. (b) Whose, pronoun; of language, adjective phrase; unaffected, adjective; free from strain, adjective phrase.

3. (a) Adjective; (b) pronoun; (c) adverb; (d) adjective; (e) conjunction.

4. (a) Nominative case; subject of verb, would be. (b) Nominative case; opposition with author. (c) Possessive case; expressing possession; possession of the word use.

5. (a) Get (line 10); (b) could be enlarged (line 8); (c) is (line 2).

6. (a) Through such an author, in a most pleasing way, from the author's nice use of words. (b) As Washington Irving, of language.

7. (a) Nice, nicer, nicest. (b) Interesting, more interesting, most interesting. (c) Good, better, best.

8. Singular: Nominative, she; possessive, hers; objective, her. Plural: Nominative, they; possessive, theirs; objective, them.

9. (a) There was nothing to prevent Mary's doing the work, herself. (b) I will tell you who he is.

10. (a) He said that John resembled his father. (b) This is the store in which shoes can be bought.

QUESTIONS FOR GENERAL EXERCISE.

1. Is the division of the earth into zones natural or artificial?

2. What determines the width of the zones?

3. What would be the results if the earth ceased to revolve on its axis?

4. What, if its axis were not inclined to the plane of its orbit?

5. Under like physical circumstances, why should it be hotter in the southern hemisphere during summer than in the northern during summer there?

6. Seeing that the earth is 3,000,000 of miles nearer the sun during our winter than in summer, why is winter not warmer than summer?

7. How could tropical plants and animals have once lived in the frigid zones?

8. What makes it rain?

9. Why does snow fall in crystals?

10. Why are our springs drying up?

11. What are effects of cutting down our forests?

12. Why are the river floods more frequent as the country becomes more fully settled, seeing that the rainfall becomes less?

13. Why do earthquakes and volcanoes go together?

14. What causes a constant flow of polar waters toward the equator?

15. How can it be said that every variety of climate is found in Mexico?

16. Why is it hotter at the tropics than at the equator?

17. Why does the wind blow after very hot weather?

18. Why should there be islands along the east and west coasts of Canada?

19. Why should the climate of British Columbia be warmer than that of Newfoundland?

20. Why has southern France a semi-tropical climate, while southern Ontario, in the same latitudes, has a cool, temperate one?

21. Why is the bottom of the Po thirty feet above the level of the plain on either side?

22. Why does one of the rivers connected with Lake Athabasca flow uphill at a certain period?

23. Punctuate Matt. IX, 9-12 inclusive.—The Educational Record.



A NEW YEAR.

Why do we greet thee, oh, blithe New Year?
 What are thy pledges of mirth and cheer?
 Comest, knight-errant, the wrong to right?
 Comest to scatter our gloom with light?
 Wherefore the thrill, the sparkle and shine,
 In heart and eyes at a word of thine?
 The Old was buoyant, the Old was true;
 The Old was brave when the Old was new.
 He crowned us often with grace and gift;
 His sternest skies had a deep blue rift;
 Straight and swift when his hand unclasped,
 With welcome and joyance thine we grasped.
 Oh, tell us, Year—we are fain to know
 What is thy charm that we hail thee so?
 There comes a voice, and I hear it call
 Like a bugle note from a mountain wall;
 The pines uplift it with mighty sound,
 The billows bear it the green earth round;
 A voice that rolls in a jubilant song,
 A conqueror's ring in its echo strong;
 Through the ether clear, from the solemn sky,
 The New Year beckons, and makes reply—
 "I bring you, friends, what the years have brought
 Since ever men toiled, aspired or thought;
 Days for labor, and nights for rest;
 And I bring you Love, a heaven-born guest,
 Space to work in, and work to do,
 And faith in that which is pure and true.
 Hold me in honor, and greet me dear,
 And sooth you'll find me a Happy Year."
 —Margaret E. Sangster, in Exchange.

THOMAS KEEP OF BATTERSEA.

AN INCIDENT OF BALAKLAVA.

BY PRES. J. E. RANKIN, D. D.

Thomas Keep of Battersea,
 The third battalion of grenadiers,
 Was only a boy—but, look at me!
 He carried himself beyond his years;
 Where others paled he had no fears.
 Decked in his gray, red uniform,
 He blew his bugle with a ringing note;
 Nor ever blinked at the battle-storm,
 Nor had a rising in his throat—
 This boy of ten, in his gray, red coat.
 At Balaklava a hundred guns
 With shot and shell rained out of the sky;
 The air was full of the bursting suns,
 As when in heaven mad meteors fly;
 But Thomas Keep never winked an eye.
 A little lad of scarcely ten—
 You'll not believe it, tho I tell—
 Was just as cool as the bearded men.
 The deed he did 'mid shot and shell,
 The armies saw it, and marked it well.
 English, French and Russians there,
 A groaning mass of dying and dead;
 While some were cursing, and some in prayer,
 This hero-boy still kept his head,
 Nor paled his cheeks, as I have said.
 He carried himself like a bearded man,
 He kindled a fire and made them tea;
 He filled each cup, he filled each can,
 And bore it round right manfully—
 This Thomas Keep of Battersea,
 This Thomas Keep of Battersea,
 The colonel wrote in full his name,
 Dispatched it home for the Queen to see,
 And told the world—his well-earned fame;
 And thus to me the story came.
 To Battersea, across the foam,
 This blue-eyed boy of only ten,
 He lived to wear a medal home,
 And kiss his mother's lips again—
 This boy that ranked with bearded men.

—The Independent.

What a blessed thing it is that Nature, when she invented, manufactured, and patented her authors, contrived to make critics out of the chips that were left.

—O. W. Holmes.

MISSOURI TICKS.

BY THERESA B. H. BROWN.

Oh, the ticks, the naughty brown ticks,
 Full of saucy, wicked mean tricks;
 Hiding and gliding, under leaves and sticks,
 Then crawling and sprawling, our backs he nicks,
 Leaving them the color of speckled bricks.
 Meddlesome, troublesome, blood-thirsty ticks.
 Just hear us scratching our poor little legs,
 That are most a patching to turkey eggs,
 But alas no hatching save bitter dregs,
 Of broken dreams, of floating kegs,
 That change to ticks with sword and claw.
 Each wide open mouth showing capacious maw—
 Crunches and munches, with rapacious jaw,
 And feasts and lunches on dear children raw.
 Oh, King Frost, we pray you, come down,
 And turn the earth from green to brown.
 The dull color of the duller old town,
 No matter we'll wear our heaviest gown,
 And happier be than a circus clown,
 And we'll sing of your deeds of great renown,
 If with your legions in uniform bright
 Of cold sparkling diamonds and dazzling white,
 You will come to us in the pale moonlight,
 And muster your troops on a quiet night,
 Till the hearts of our foes beat wild,
 While you lock them up in ice cells so tight;
 That they never again can practice tricks;
 Getting our skins in such scratchable fix,
 But rid us of these pestiferous ticks;
 For your men, rations of honey we'll mix.
 Our gnomes for you will dance and yell.
 Our youth for you will read and spell,
 Your praise shall sound throughout ev'ry dell,

As they always sing for those who do well.

Squirrel will come with his chick-a-chick-chee,

From behind ev'ry bush down ev'ry tree

'Coon, Rat and 'Possum will all come and see

Ring it, and sing it in grand jubilee

On mountain, valley, on river, on sea

Of how at last from our foes we are

free.

40

Coasting Song.

J. H. FILLMORE.

1. What joy to wak-en bright and ear-ly On a win-ter's morn,
 2. The sun shines out in all his glo-ry O-ver hill and tree;
 3. The joy-ous chil-dren flushed and ros-y, Swift-ly glid-ing by,

IRREGULAR PLURALS.

We'll begin with a box, and the plural is boxes.

But the plural of ox should be oxe, not oxes;

One fowl is a goose, but two are called geese,

Yet the plural of mice should never be meese.

You may find a lone mouse or a whole nest of mice,

But the plural of house is houses, not hice.

If the plural of man is always called men,

Why shouldn't the plural of pan be called pen?

Cow in the plural is cows or 'tis kine,
 But a bow if repeated is never called bine,

And the plural of vow is vows, never vine.

If I speak of a foot and you show me your feet,

And I give you a boot, would a pair be called beet?

If one is a tooth and a whole set are teeth,

Why shouldn't the plural of booth be called beeth?

If the singular's this and the plural is these,

Is the plural of kiss k-e-s-e kese?

One may be that and three may be those,

Yet hat in the plural should never be hose,

And the plural of cat is cats, and not cose.

We speak of a brother, and also of brethren,

But though we say mother, we never say methren;

The masculine pronouns are he, his and him,

But imagine the feminine she, shis and shim,

To see the white and gleaming beau-ties, That the world a-dorn.
 A thousand jew-els flash and sparkle, Won-der-ful to see.
 Fill all the air with hap-py laughter, As they on-ward fly.

CHORUS.

As down the hill so mer-ri-ly On our sleds we go;

As down the hill so mer-ri-ly, O-ver the shin-ing snow.

From the "Day School Singer," by permission of publishers, Fillmore Bros., Cincinnati, O.

So the English, I think you all will agree,

Has the most awkward spelling you ever did see.

—Western Teacher.

Over 3,000 persons were fed at the Salvation Army dinner at St. Louis on Christmas Day.

A Russian fleet at Vladivostok is watching Japan, which is suspected of mediating another blow at China.

The body of Prof. Louis Pasteur has been removed from the Cathedral at Paris to the Pasteur Institute. The attendant ceremonies were impressive.

President Cleveland has formally recognized and entered into diplomatic relations with the new Greater Republic of Central America. This Republic consists of Honduras, Nicaragua and San Salvador. Senor Rodrigues is the first Minister to the United States.



THE MOUSE AND ITS BROTHER.

BY BESSIE L. PUTNAM.

"As still as a mouse," is an expression almost proverbial; yet heard in the wee small hours, it sometimes creates quite a disturbance in the timid heart; and to its larger brother, the rat, are directly traceable many of the phenomena attending the so-called haunted houses.

Like the squirrel it is a rodent or "gnawer," having the special dental appliances which were noted in a recent number of the Journal as characteristic of its arboreal cousin.

The common house mouse, "Mus musculus," is said to have been originally a native of India, but is now found in all parts of the world. (How was it dispersed?) Its fur is very soft, dusky dark gray above, ashy below, and it has a round, scaly tail, about as long as the body. As some of my readers may have learned by experience if they ever lived in a house inhabited by mice, it seems able to make a meal out of almost anything palatable to the human race, evidently caring little whether its food is well or rare done, or not cooked at all. If it comes upon any choice bulbs started for the window garden, it speedily dispatches them. In short, it despairs neither vegetables nor meat.

Owing to its inability to crawl with its back down, dainties may thus be guarded from its reach.

It is exceedingly cunning, showing a disposition to profit by the experience of others to a degree worthy of imitation by the human race. For instance, a trap is baited with a tempting bit of cheese or meat; number one tests it and is doomed; the trap is reset, and in the course of the first few days several mice may be taken; then they become shy, variations in bait or location of trap may tempt the younger ones again. But finally the scheme fails, and their actions plainly say that rather than follow in the footsteps of their lost ones, they will eat plain food and run no risks.

If unmolested, they frequently become quite fearless, running about in-

habited rooms in daylight. Thus the timidity, so feelingly touched upon by Burns, is not so deeply innate that it may not be overcome by kindness. If the spirit which prompted his lines on turning up a nest with the plough could be appreciated by all the children, a new source of interest and love would result; for the little thing which we term a marauder is simply doing its best to gain a livelihood. The poet thus puts himself in the place of the mouse so rudely turned out of house and home:

"Thou saw the fields laid bare an' waste,
An' weary winter comin' fast;
An' cosy here, beneath the blast,
Thou thought to dwell,
'Till, crash! the cruel coulter past
Out through thy cell.

That wee bit heap o' leaves an' stibble
Has cost thee mony a weary nibble!
Now thou's turned out, for a' thy trouble,

But house or hald,
To thole the winter's sleety dribble,
An' cranreuch cauld!"

Describe the ears of the mouse.

Did you ever see a plant called mouse-ear?

Why so named?

Can you suggest any special use for the mouse's pointed nose? for its "whiskers?"

Can it sit up on its hind feet and eat with its fore feet as easily as the squirrel? Why?

If the mouse and squirrel could exchange tails what would be the mutual disadvantage?

How closely is the rat related to the mouse? (They belong in the same genus.)

Name points of similarity; of difference.

The Norway rat is believed to have come from China. How do you suppose it reached this country? What are its usual haunts and foods? Does it ever attack man?

Two noted poems by English writers have been founded upon legends connected with the rat. What are the names of these poems? By whom were they written? Where were the incidents said to have taken place? What lessons can we learn from them?

Be good, dear child, and let who will be clever;
Do noble things—not dream them all day long;

Headache

Horsford's Acid Phosphate

This preparation by its action in promoting digestion, and as a nerve food, tends to prevent and alleviate the headache arising from a disordered stomach, or that of a nervous origin.

Dr. F. A. Roberts, Waterville, Me., says:

"Have found it of great benefit in nervous headache, nervous dyspepsia and neuralgia; and think it is giving great satisfaction when it is thoroughly tried."

Descriptive pamphlet free on application to
BUMFORD CHEMICAL WORKS, Providence, R. I.
Beware of Substitutes and Imitations.

For sale by all Druggists.

And so make life, death, and that vast
forever,
One grand, sweet song.

Precept freezes, while example
warms. Precept addresses us, example
lays hold on us. Precept is a marble
statue, example glows with life—a
thing of flesh and blood.

—W. E. Gladstone.

So should we live that every hour
May die as dies the natural flower,
A self-reviving thing of power;
That every thought and every deed
Should bear within itself the seed
Of future good and future need.

—Milnes.

Inexhaustible good nature is the
most precious gift of heaven, spreading
itself like oil over the troubled sea of
thought, and keeping the mind smooth
and equable in the roughest weather.

—Washington Irving.

Now is the time to subscribe for the
JOURNAL.

LESSONS IN BUSINESS WRITING.

BY F. W. TAMBLYN, St. Louis, Mo.

In presenting these lessons from month to month they will be arranged very largely for the benefit of teachers, but in order to get the most out of them the teacher must, in this respect, become a student. "We learn to do by doing," and every one under conviction that improvement in his or her writing would be beneficial can find no other way to make it than by practice. Earnest practice, systematic practice, long continued practice. In addition to helpful suggestions for improvement, occasionally I shall give some of my experience and ideas with reference to presenting writing to a class, and how to obtain the best results.

or practiced at all; to my knowledge there are many.

I am of the opinion the Journal reaches many teachers who are desirous of improving their writing, and to all such I wish to speak a few words of encouragement.

You can improve by following this course of lessons, if you will, and the effort required will not be hard either. Try a half hour's practice every day for three or six months (real, downright earnest practice) and you will be surprised at your great improvement. The long winter evenings that lend a peculiar charm to the home and fireside are here, and while using them in preparation for the next day's work, just give writing its share. If we once become thoroughly interested in a study or subject we will easily find time for it,

breast an inch or two from the edge of table.

Height of Desk and Chair.—For an ordinary sized person the table should be about 31 inches high and the top about 12 or 13 inches above the seat of the chair.

Penholding.—While something depends on how the pen is held, in my opinion it has been given more prominence by many teachers than it deserves. Hold it naturally, observing the following: Hold it close to the end crossing the second finger at the root of the nail or higher. Turn the two last fingers well under the hand. Don't hold the front finger and thumb too straight, but rather double them up a little. By so doing better control can be had. Let the top of the holder drop in the hollow place between the thumb and knuckle joints.

In the above connection I might appropriately say the teacher will find the ability to execute good writing one of the greatest helps in teaching it successfully. I am of the belief that not so much depends on what we may

while if we were not interested, all sorts of excuses of lack of time, etc., would be made.

MATERIALS.

In the first place get good paper, foolscap or legal cap preferred. As

Position of Paper.—Lay it diagonally on the table so that the lower right hand and upper left hand corners are about parallel with the right forearm.

Right Arm.—On the condition of this arm much depends. Movement is the

know about the principles of writing as on how well we can write, (or how well our pupils think we can write). The fact that the teacher is a good writer inspires the students. There is then an incentive to urge them on.

to pens use your own preference, but do not use one after worn out. Change quite often. They don't cost much. Use a black ink that flows well, and keep it covered when not in use to keep out the dust. A straight holder

key to good writing, and with the arm bound in tight clothing, free movement is a thing impossible. Have as few thicknesses of clothing on the arm as possible and see that what you have is loose enough to permit freedom.

Again, the interest taken by a class in a certain subject depends very largely upon the interest taken in it by the teacher. A subject placed in the background by the teacher will remain there as far as the class is concerned.

I well know that nearly all the teachers in public schools are crowded for time and that they find themselves unable to give to all subjects the time

is best for business writing, one medium in size, but avoid that kind with polished metal tips as you would poison. To hold them firm necessitates too much gripping. Any kind except the polished will do.

POSITION.

Sit squarely facing the desk with both arms resting on it, in such a position that the elbows just project over

PRINCIPLES.

I make use of but three principles in analysis and explanations. Straight line, right curve and left curve. To these might be added compound curve, but as it is a combination of right and left curves, all readers will readily understand what is meant by mention of it.

really necessary. Yet I feel that in many instances more could be done with writing than is. In the State of Missouri there are probably half of the schools in which writing is not taught

the edge, and that the arms form a right angle almost. Both feet on the floor in a natural position and the body fairly erect. Avoid bending the spine between the hips and neck. Keep the

The above exercise is a movement promoter. Practice it a considerable length of time and develop all the freedom possible. Work until the hand slides with perfect freedom to and fro across the page.

raise it from the table.

In the above exercise fill the page with the four letters and make the connective a compound curve and not a right curve as in the following:

The above, while being a form commonly made, is wrong. The right curve connective tends to develop angular turns at the top of letters that should have oval turns.

Now try them closer together making eight to the line instead of four.

Make them rapidly with a bold swing of the arm, and close them at the top.

For the further development of movement the above exercise and other similar ones should be vigorously practiced. The student should spend hours and hours practicing them. An easy motion from side to side must be acquired. The connecting line is a compound curve.

More and a greater variety of copies will be given in next lesson.

I invite all who begin this course of lessons to send me specimens of their work that I may see what is being done; and if 4 cents in stamps is enclosed, I shall take it upon myself to criticize the work with red ink and return to the sender.

Send in your work promptly if you desire the criticism.

HE UNDERSTOOD IT

Bright children in school are in great danger sometimes of passing over the border line of mathematics into the forbidden domain of common sense. A teacher once said to her class in mental arithmetic:

"Now, boys, I have a few questions in fractions to ask. Suppose I have a piece of beefsteak and cut it into two pieces, what would those pieces be called?"

"Halves," shouted the class.

"Right. And if I should cut each half into two pieces?"

"Quarters."

"That is correct. And if the quarters were each cut in half?"

"Eighths!"

"Yes, and if those were chopped in two?"

The answers had been growing fewer and fewer, but one boy meditated a moment, and answered:

"Sixteenths!"

"Very good. And when the sixteenths were cut in half what would they be?"

There was silence in the class, but presently a little boy at the foot put up his hand.

"Do you know, Johnny? Well, you may tell me."

"Hash!" answered Johnny, confidently—and truly.—Exchange.

DIRECTIONS FOR TEACHING READING, WRITING AND SPELLING.

BY JAS. S. STEVENSON, a Principal of one of the St. Louis Public Schools.

1. Before attempting to instruct others, the primary teacher should learn the forty-three sounds in the English language, and the diacritical marking of letters, as given in Webster's Dictionary.

2. Do not allow a class of beginners to name any letters nor spell any words until they have mastered at least thirty sounds. (This will ordinarily require about four or five weeks.)

3. Begin by teaching a very few words. Illustrate their meaning by using pictures or objects. Take pains to make the words full of life to the children. Use the words in short sentences. The cat catches mice. The cat has four feet. The cat has sharp claws. Our cat caught a rat. I saw a cat catch a bird.

4. The teacher says, "Let us call these sentences *little stories*." Who can tell me a little story about a cat? A child says, "My cat has four kittens." She asks, "Who can tell another little story about a cat?" A little boy answers, "I put my cat in a pen." Another says, "Our cat has five little kittens."

5. The teacher will now print the words selected on the blackboard, using diacritical marks to indicate the correct sound of each letter.

6. Pronounce each word very slowly, thus separating it into its sounds:

c-a-t, h-e-n, r-a-t, p-e-n, marking the letters with the proper diacritical marks.

7. Drill the class alternately in concert and individually, to utter these sounds with all the force and distinctness possible.

Allow no feeble work. Give most attention to the poor scholars.

8. Show them how to fix mouth, teeth, lips, and tongue, to make these sounds. Have all the work done energetically. At first it will do no harm if

the sounds are exaggerated.

9. Add about two new sounds each day. Combine them with the sounds previously given, and print the new words on the blackboard.

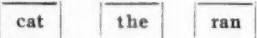
(Word building.)

10. Send in succession every child in the class to the board, with pointer in hand, to find the sounds you call for. Let the pupil give the sound; correct any mistakes made; then let the class repeat the sound. Let the pupil give it a second time; let the class give it again. Repeat, if necessary, a half-dozen times.

11. Select words each containing a few sounds, which may be easily combined into short sentences; thus: A rat ran. A cat sat on a mat. A cat ran at a rat. The hen is in a pen. The cat has the rat.

12. Before attempting to read a lesson, require each pupil to name very promptly all the words backwards. Be sure to make pupils familiar with individual words. Alternate this naming of words between the pupil and the class, etc. Hold the attention of every pupil closely to his work.

13. Print single words on cards in letters an inch high:



Hold up a card before the class to be read. Quickly change this for another card, then another. Require very prompt answers.

14. Select cards containing words which will make a sentence; place them in a row. Give a moment for every one to look over the words; then ask, "Who can read this?" Have a dull scholar read it; have a bright scholar read it. Add a word or two; re-arrange the words in a new sentence. Then have it read with all the animation possible. In this way teach the child to grasp every sentence as a whole. (Sentence method.)

15. Arrange some of the words found in previous lessons in columns on the board as shown below:

Adjectives.	Noun.	Pro-noun.	Verb.	Adverbs.	Pronouns.
the	cat	my	is	not	on
this	man	our	can	here	by
that	dog	his	ran	now	in
a	box	her	run	away	to
gray	pig	us	has		into
old	girl	we	sit		over
	doll		see		from
	ben		fly		
	nest		let		
	pen		get		
	bird				

The teacher selects enough words to form a sentence, thus: That old man has a gray dog in a pen. This pig ran away from the old dog. The children follow as she points. She then asks a child to give the sentence from memory.

16. Print the new words of the coming reading lesson on the blackboard; use diacritical marks to indicate the sounds. Draw an oblique line through each silent letter.

John, breaks, ball, Oh, give, lane, ride, dear.

Do not tell pupils the new words of a lesson; teach them to find out what each word is from its sounds. (Self-help.)

17. Show them that it sometimes takes two letters to make one sound; as oy in boy, oi in oil, ow in cow, th in this, ng in sing, ch in chair, sh in shame.

18. Require pupils to write on their slates, the new words you have placed on the board, with all their marks, and let them study them at their seats.

19. From the beginning write on the blackboard all words in script side by side, with the printed words. Teach every child to read as freely from script as from print.

20. Write all the letters of the alphabet on the board in capitals, small letters, and print, side by side, for the pupils to refer to in their writing. As soon as these are learned, all the writing of pupils should be done in script.

21. In order to make the child acquainted with the new and difficult words before he reaches them in the reading lesson, keep his spelling lesson one or more lessons in advance of his reading. In preparing these words have pupils spell aloud with books open, in regular succession all the words of the coming lesson. By alternating class and individual you can hold the attention of the entire class. They are thus enabled to go to their seats and study the next spelling lesson without aid from the teacher.

22. Require pupils to name the capital letters in spelling proper names, thus: "May," say "capital M,a,y."

23. In spelling a word containing an apostrophe, name the apostrophe as if it were a letter; thus, "boy's" say b,o,y, apostrophe, s.

24. Name the hyphen as if it were a letter when you spell a compound word, thus: blue-bell, b,l,u,e, hyphen, b,e,l,l. Explain the term compound word.

25. In spelling an abbreviation, name the period as if it were a letter; thus, "Mr." say, "capital M,r, period."

26. Be careful to call attention to words of similar sound which are spelled differently:—here, hear; there, their; our, hour; I, eye; to, too, two; right, write; son, sun; wood, would; be, bee. By means of simple phrases show how such words differ. There,—in that place; their,—belongs to them; here,—in this place; hear,—to listen.

27. Teach quite early a few short rules for capitals and punctuation marks, as follows:

(a) Begin the first word of a sentence with a capital.

(b) Place a period at the close of a Telling Sentence.

(c) Put a question-mark at the close of a Question.

(d) Begin with a capital the name of one person, one place, one animal.

(e) The words I and O should always be capitals.

By judicious questioning you can train them to explain all of the sentences they meet in which these five rules are illustrated.

28. In teaching to write, select a short word from the reading lesson; point out carefully where to begin the first line; write on the board, and let the pupils imitate you. Require them to look at you as you write each letter, and have them copy it. Continue step by step till the whole word is formed, then have them spell it aloud. In this way you will teach them to write words. Very soon they will write sentences using capitals, the period, the question-mark, the hyphen, and the apostrophe.

29. Written spelling from dictation should be taught in the First Grade. Assign about five words for a lesson. Use slates or paper with double ruling. Examine the work. Require all errors you point out to be corrected.

30. The children may now be taught to copy a portion of the reading lesson on their slates. Require them to leave a margin on the left hand. Indent at the beginning of each paragraph.

Look carefully over their work; criticise mistakes in capitals and punctuation marks. Show the slates of the best pupils to those who write poorly and urge them to improve their writing. Put away books. Dictate the same sentences and see whether children can write them correctly.

31. When there is a picture to illustrate the lesson, use it freely in language work. Ask, "What do we see in this picture?" "How many —?" "What kind —?" "Where is —?" Get pupils to describe fully each person or thing in the picture. Give names to the persons. Ask "What is — doing?" "Where is — going?"

32. Get each pupil to take part. Do not let the bright ones do all the talking. If dull pupils can add no new sentence of their own, require them to repeat what others have said. Avoid set forms of statement. Change Telling sentences into Questions, and turn Questions into Telling Sentences. Add children's names to sentences, and then change them into Commands.

33. Do not read the lesson to the pupils until they have tried to master it. Ambitious children are proud of helping themselves. If properly directed the good scholars will succeed in rendering the thought of the sentence. The poorer ones should follow their example. Be on the lookout for inattentive pupils. Call on them unexpectedly to read, or to indicate a mistake that has been made. Do not allow pupils to raise their hands except when the teacher calls for them. Waste no time in petty criticisms. Get as much reading done as possible during the recitation hour.

(Concluded next month.)

NOBODY KNOWS.

Man vieweth the stars and with wonder unspeakable
He dwells on the cause, which he knows is unseizable;
He wonders who made all the planets so beautiful,
But no one has ever unscrewed the unscrutable.

Country Uncle—"Bless you, my boy, there's no end of fun in the country. You must come up when it's the time for husking bees."

City Nephew (nervously)—"Deah me! I shouldn't care evah to husk a bee unless some one would first we-move the sting."

—Pittsburg Bulletin.

Of all work that produces results, nine-tenths must be drudgery. There is no work, from the highest to the lowest, which can be done well by any man unwilling to make that sacrifice.

—Bishop of Exeter.

A LESSON ON WINE.

Put on the board the following questions:

1. What is wine made from?
2. What changes grape-juice to wine?
3. What poison does wine contain which grapes do not?

Ask the pupils first to search their books and then to write a short paper which will contain answers to the above questions. Some of these papers may be read in class, and from them the teacher will know whether any further explanation is needed.

These questions should be taken up in the same way as those on cider, except that much more independent work on the part of the pupils may be required.

Bring grapes to the class and let each child tell by tasting a grape that they are sweet. Question until all can tell that sugar forms in the grapes as they ripen, just as the seeds do, and that we cannot see it because it is dissolved in the juice. Tell the class that ripe grapes from which raisins are made, contain more sugar than green grapes, and that in these raisins the sugar can be seen in little lumps colored, of course, by the juice. Some people think that grapes are dried in sugar to make raisins. Explain that this is not so, and that it is not necessary, because there is enough sugar formed in the grapes themselves as they ripen and are dried.

Show grapes with the bloom still on them. Rub off some on the fingers and tell the children that some of this dust contains the little plants called ferments, and that these live on the outside of the grapes just as mosses and some other plants live on stones and branches of trees. The children will see how necessary the skin is to keep the ferments out of the grapes as well as the dust and flies which would spoil them.

Some boy or girl will be likely to ask if these little ferments which they take into their mouths when eating grapes will not hurt them as it hurts the grape-juice.

Question to bring out the fact that all the vegetables we eat, such as asparagus, corn, lettuce, etc., are plants and that they do not hurt us.

All should understand that the ferments themselves are not harmful, but that they can make a poison in the

grape-juice when they have a chance to get into it.

Test the pupil's knowledge of the work of the ferments, by asking if there would be any alcohol in wine made very carefully at home where nothing but good fruit-juice was used in its making. If there is any doubt on this point, go over the ground again, explaining more fully that it is not necessary to put alcohol into fruit-juice, for the ferments themselves will make the alcohol from the sugar in the juice, and that all home-made wines contain alcohol.

In concluding this topic, ask for a second series of papers telling what each pupil has learned about grapes and the drink which sometimes is made from them.

A comparison of these papers with those written before study was begun, will show whether the class have comprehended thoroughly this subject. The following points should be covered:

1. Good ripe grapes contain sugar but no alcohol.
2. There are ferments on the outside of grapes but none within whole grapes.
3. Ferments in pressed-out grape-juice change its sugar.
4. When the ferments change the sugar in pressed-out fruit-juice they leave alcohol in its place.
5. There is alcohol in wine even though no one puts it into the grape-juice.
6. The alcohol in wine has the power to make those who take it want not only more and more wine but drinks which contain more alcohol.
7. Wine is a dangerous drink.
—School Physiology Journal.

GEOGRAPHY.**Outline For the Study of the United States.****I. Position.**

In the central part of North America.

II. Boundaries.

1. North—By the Dominion of Canada.
2. East—By the Dominion of Canada and the Atlantic Ocean.
3. South by Gulf of Mexico and Mexico.
4. West—By Pacific Ocean.

III. Land Surface.

1. Highlands.

- (1). Mountain systems.
a. Rocky Mountain System.

1. Principal range.
Rocky Mountain range.

2. Principal peaks.

- a. Long's Peak.

- b. Pike's Peak.

- c. Fremont's Peak.

- b. Sierra Nevada Mountain System.

1. Principal ranges.

- a. Sierra Nevada.

- b. Cascade.

- c. Coast.

2. Principal peaks.

- a. Mt. Whitney.

- b. Mt. Rainier.

- c. Mt. Shasta.

- d. Mt. Hood.

- c. Appalachian Mountain System.

1. Principal ranges.

- a. Alleghany.

- b. Blue Ridge.

- c. Cumberland.

2. Principal Peaks.

- a. Mt. Mitchell.

- b. Mt. Washington.

- c. Mt. Marcy.

- (2). Plateaus.

- a. The Great Basin.

- b. The Colorado plateau.

- c. The Columbia plateau.

2. Lowlands.

- (1). Plains.

- a. Atlantic Plain.

- b. Gulf Plain.

- c. Pacific Plain.

- (2). Valleys.

- a. Valley of the Mississippi.

- b. Valley of the St. Lawrence.

IV. Water Surface.

1. Coast Waters.

- (1). Penobscot Bay.

- (2). Massachusetts Bay.

- (3). Cape Cod Bay.

- (4). Narragansett Bay.

- (5). Long Island Sound.

- (6). New York Bay.

- (7). Delaware Bay.

- (8). Chesapeake Bay.

- (9). Albemarle Sound.

- (10). Pamlico Sound.

- (11). Florida Strait.

- (12). *Gulf of Mexico.

- (13). San Francisco Bay.

- (14). Puget Sound.

2. Inland waters.

- (1). River.

- a. Mississippi.

- b. Missouri.

- c. Arkansas.

- d. Red.

- e. Ohio.
- f. Hudson.
- g. St. Lawrence.
- h. Yellowstone.
- i. Columbia.
- j. Colorado.
- k. Rio Grande.
- (2). Lakes.
- a. Great Lakes.

- 1. Superior.
- 2. Michigan.
- 3. Huron.
- 4. Erie.
- 5. Ontario.
- b. St. Clair.
- c. Great Salt Lake.

V. Islands.

- 1. Nantucket.
- 2. Martha's Vineyard.
- 3. Long Island.
- 4. Florida Keys.
- 5. Santa Barbara.

VI. Capes.

- 1. Cod.
- 2. May.
- 3. Henlopen.
- 4. Charles.
- 5. Henry.
- 6. Hatteras.
- 7. Canaveral.
- 8. Sable.
- 9. Mendocino.

VII. Productions.

- 1. Agricultural.
Cotton, grain, potatoes, rice, sugar-cane, tobacco, hay, and all kinds of fruit.
- 2. Minerals.
Coal, iron, lead, copper, gold, silver, quicksilver, petroleum, and building stone.
- 3. Manufactured.
Hardware, cotton and woolen Goods, lumber, clothing, boots and shoes, leather, and furniture.
- 4. Miscellaneous.
Fish, live stock, wool, canned goods, butter, and cheese.

VIII. Occupations.

(Principal ones named as related to productions.)

IX. Divisions of United States.

- 1. States.
 - (1). New England Section.
 - a. Maine, Me., Augusta.
 - b. New Hampshire, N. H., Concord.
 - c. Vermont, Vt., Montpelier.
 - (Etc. for each section.)
 - 2. Territories.
 - 3. District of Columbia, D. C.
- X. Important Cities other than State Capitals.

- 1. Washington—(Visit it in imagination.)
- 2. Ten largest cities in order of size.

XI. Government.

(Simple matter suited to age of pupils.)

XII. History.

(Most prominent points in our National history presented in connection with some biographical character.)

NOTE.—In the above work take special pains to review all definitions, descriptions, etc., as they are involved in the matter of the daily lessons. Cultivate geographical language.—Sara A. Saunders, in Educational Gazette.

VERBS.

A verb is a word whereby the chief action of the mind finds expression. The chief action of the mind is judgment, the assertion or denial of a proposition. Nations have not always realized that this is the essence of the verb idea but naturally have regarded Time, a result of this essential characteristic, as the essence itself. Aristotle defines a verb as a word that "includes the expression of Time." The German word for verb is Zeit-Wort or Time-word. The Hebrew grammar calls it That-Wort or Deed-Word. Madvig, in his Latin grammar, puts it in true light when he calls it Udsagnsord or Out-sayings-word, because "it outsays, pronounces, asserts." Therefore the verb is the instrument by which the mind expresses its judgment. To know a verb from a noun is the cardinal step in the elements of grammar and the most difficult because both noun and verb spring from one root. Philologically speaking, the presentive verb is only a noun raised to verbal power. Here is an alphabetical list of words that are nouns if a or an is prefixed and verbs if to is prefixed: ape, bat, cap, dart, eye, fight, graft, house, ink, knight, land, man, number, order, pair, question, range, sail, time, usher, vault, wing, yell, zone.

In many instances the nouns seem to have faded out of use leaving as the chief antiquities of the English language the old verbs. The strong verbs—those forming the past tense by internal vowel change as do, did; give, giv'e; swim, swam—are the oldest in the language, are limited in number and slowly but surely are passing away, not to be recruited by fresh forces. This slow process of decay cov-

ering, as it does, a period of a thousand years is due to the conservatism of dialects. Only about one hundred and fifty-four simple verbs now form the dilapidated remnants of the once flourishing strong verbs. Many of these are never found in scholar's English. Of all these old verbs the most curious is the substantive verb be, a patch-work of three ancient verbs; for it expresses nothing but existence. Every other verb implies existence besides that particular thing which it asserts; as if I say "I think," I imply I am in existence. "Cogito ergo sum!" The Greek word for existence became the Latin substantia and from it comes our English notion of the substantive verb. We have noticed that it is the most curious of the old verbs, and it may be of interest to know that it is also one of the youngest of these old verbs. The English word be, the French word ete (been) the Icelandic word bua originally meant growing. The concrete sense of growing has been washed or worn out by the friction of the centuries and nothing is now left but the pale underlying texture of mere being. Here is an interesting line of study for the psychologist. Verbs graduate from concrete to abstract, from particular to general, from such a particular sense as "growing" to the large and comprehensive sense of Being. Was this change in verbs, "expressions of the chief actions of the mind," coeval with the mind's own realization of Being as distinct from not Being.—From State Normal Monthly.

A man's ingress into the world is naked and bare,
His progress through the world is trouble and care;
And lastly his egress out of the world
is nobody knows where.
If we do well here, we shall do well there;
I can tell you no more if I preach a whole year.

—John Edwin.

No man or woman of the humblest sort can really be strong, pure, and good without the world being the better for it, without somebody being helped and comforted by the very existence of this goodness.

—Phillips Brooks.

CHILDREN'S CORNER.

1897!

"The book of the new year is opened,
Its pages are spotless and new,
And so as each leaflet is turning,
Dear child, take care what you do!

And now with the new book endeavor
To write its white pages with care,
Each day is a leaflet, remember!
To be written with watching and pray-
er.

Let each day record a new chapter
Of honor and beauty and love,
Which will ever enrich thee in glory,
When read in the mansions above.

And if on a page you discover,
At evening a blot or a scrawl.
Kneel humbly and ask the dear Savior,
In mercy to cover it all.

So when your new book shall be fin-
ished,
And clasped by the angel of light,
You may feel, though your work be im-
perfect,
You have tried to please God and do
right.

Are not these pretty lines? I think that those of the Circle who are keeping a diary will like to clip them and put them in it, close by the first page of the fresh, un-sullied book. The best wish I can make for you all is that when you shall come to the last day of 1897 and look back over all its busy hours, you may indeed be able to feel that you have always "tried to please God and do right."

In a Persian Palace.

To-day I am going to tell you a little about a New Year's Day in a far-off land. How many of you can point at once to Persia on the maps of your geographies? How many know that in Persia, as in our own land, New Year's Day is observed as a general reception day? A missionary once sent to

the "Sunday School Times" this account of a novel experience:

The Princess invited the missionary ladies to call, as it is a general reception day, and sent her carriage and servants at the hour appointed. The ride is full of curious sights, if I could only describe them all. A man on horseback, in front, clears the way, and it is no easy task when we pass through the bazaars; for we meet long lines of loaded camels, donkeys almost invisible under their big burdens, and gaping crowds of people, who are hustled peremptorily to right and left.

We pass the Crown Prince's gate, painted blue, with a rude representation of the lion and sun, and rattle over a high pointed bridge paved with cobble-stones, near which, at the guard-house, we get an awkward salute from a soldier in a long brown coat. Arrived at the Princess's gate, we are conducted through two corridors and a large garden, with water-tanks, trees, flowers, and grass, before we reach a side-door, guarded by an armed soldier, where our guide is replaced by a eunuch, an old black man richly dressed, who leads us into the harem. The courtyard is astir at our arrival, where the waiting-women look at us as curiously as we at them. Many of them are black; and every one has on a new dress, the New Year's gift of her mistress, often of silk, and always of the brightest colors. We leave our overshoes at the door, where we see the slippers of all the other guests, who enter in stocking-feet.

The reception-room is a gay scene. At the farther end is an immense mirror, and in front of it sits the Princess. Pinned over her veil around her chin is a necklace of diamonds, her coat is red velvet embroidered in pearls, and her short skirt is figured velvet, red

and yellow. Around her, seated on rich cushions, are ladies of high rank, many of them her near relatives. She does not rise to greet us; but we go forward to shake hands and give the season's greetings, and to wish blessings on her New Year. Chairs have been brought for us, arranged in a semi-circle just below the chief guests, and we are immediately supplied with a profusion of refreshments from a heavily loaded table in the center of the room—sliced oranges, pomegranates, ices, nuts, candies, fancy cakes, sherbets of several kinds, and, of course, tea several times over. Among the guests, the most conspicuous is a tall, queenly lady, the Princess's cousin, who has returned lately from a pilgrimage to Kerbela. She rather leads the conversation, as the Princess is very silent, whether from dignity or from having nothing to say, being a mere child, we do not know. The conversation is very personal, as we have no general subjects of interest in common; and questions about age, occupation, family, etc., are the usual starting-points.

New guests arrive, and we see New Year's greetings in Persian style; the ladies kneel before the Princess and kiss her hand, murmuring congratulations in Persian, and, if near relatives, kiss both her cheeks. On leaving, they appear at the door, after donning the street-dress, and bow, asking to be excused, or "to take away the trouble" of their presence. They don't know how to shake hands; and when we do so, they extend theirs straight and stiff, giving a hand-slide, rather than a clasp. We also, after two hours, "take away the trouble of our presence"; but this does not close the New Year's festivities, for all over the city for two weeks each quarter has its appointed day for calls;

and they must be made according to rank, as we found when we offended one lady by going first to her poor neighbor's.

Perhaps you think this all sounds very fine, but when I tell you that these elegant ladies have hardly any freedom at all and have so little knowledge that they can only talk about their clothing, their jewels, and their neighbors, I do not think you will envy even the Persian Princess. Let us pity them instead, and try to send them the Gospel.

COUSIN CARRIE.

In The Observer.

THINK OF GIVING CHILDREN READING OF THIS SORT.

I had recently in my service a pretty little house maid barely nineteen years old, neat, capable, and good-tempered, but so perpetually downcast that she threw a cloud over our unreasonably cheerful household. One day, going into the kitchen, I saw lying open on her chair a book she had just been reading. It purported to be the experience of a missionary in one of our large cities, and was divided into nine separate stories. These were their titles, copied verbatim on the spot:

The Infidel.
The Dying Banker.
The Drunkard's Death.
The Miser's Death.
The Hospital.
The Wanderer's Death.
The Dying Shirt-maker.
The Broken Heart.
The Destitute Poor.

What wonder that my little maid was sad and solemn when she recreat-ed herself with such chronicles as these? What wonder that, like the Scotchman's famous dog, "life was full o' sairiousness" for her, when religion and literature, the two things which should make up the sum of our happiness, had conspired, under the disguise of Sunday school fiction, to destroy her gayety of heart?—From "Little Phari-sees in Fiction." Christmas Scribner's.

We seldom repent of talking too little, but very often of talking too much. This is a common and trivial maxim which everybody knows and but few practice.

—La Bruyere.

AN INVENTOR'S WIFE.

It's easy to talk of the patience of Job. Humph! Job had nothing to try him; If he'd been married to 'Bijah Brown, folks wouldn't have dared come nigh him.

Trials indeed! Now I'll tell you what—if you want to be sick of your life, Jest come and change places with me a spell, for I'm an inventor's wife. And sech inventions! I'm never sure, when I take up my coffee-pot That 'Bijah hain't been "improvin'" it, and it mayn't go off like a shot. Why, didn't he make me a cradle once that would keep itself a-rockin'; And didn't it pitch the baby out, and wasn't his head bruised shockin'? And there was his "patent peeler," too—a wonderful thing, I'll say;

But it hed one fault—it never stopped till the apple was peeled away. As for locks and clocks, and mowin' machines, and reapers, and all sech trash, Why, 'Bijah's invented heaps of 'em, but they don't bring in no cash. Law! that don't worry him—not at all; he's the aggravatin'est man—He'll set in his little workshop there, and whistle and think and plan, Inventin' a Jew's-harp to go by steam, or a new-fangled powder horn. While the children's goin' barefoot to school, and the weeds is chokin' our corn.

When 'Bijah and me kep' company he warn't like this, you know; Our folks all thought he was dreadful smart—but that was years ago. He was handsome as any pictur then, and he had such a glib, bright way—I never thought that a time would come when I'd rue my weddin' day. But when I've been forced to chop the wood, and tend to the farm beside, And look at 'Bijah a-settin' there, I've jest dropped down and cried.

We lost the hull of our turnip crop while he was inventin' a gun, But I counted it one of my marcies when it bu'st before 'twas done. So he turned it into a "burglar alarm." It ought to give thieves a fright—'Twould scare an honest man out of his wits, ef he set it off lit night. Sometimes I wonder ef 'Bijah crazy, he does sech cur'ous things. Hey I told you about his bedstead yit? 'Twas full of wheels and springs;

It hed a key to wind it up, and a clock face at the head.

All you did was to turn them hands, and at any hour you said, The bed got up and shook itself, and bounced you on the floor, And then shet up, jest like a box, so you couldn't sleep any more. Wa'al, 'Bijah he fixed it all complete, and he set it at half-past five, But he hadn't more'n got into it when—dear me! sakes alive! Them wheels began to whiz and whirl! I heard a fearful snap, And there was that bedstead, with 'Bijah inside, shet up jest like a trap! I screamed, of course, but 'twan't no use. Then I worked that hull long night, A-tryin' to open the pesky thing. At last I got in a fright; I couldn't hear his voice inside, and I thought he might be dyin'; So I took a crowbar and smashed it in. There was 'Bijah peacefully lyin', Inventin' a way to get out again. That was all very well to say, But I don't believe he'd have found it out if I'd left him in all day. Now, sense I've told you my story, do you wonder I'm tired of life? Or think it strange I often wish I warn't an inventor's wife?

—E. T. Corbett.

A FADING FLOWER.

Just she and I—all, all alone, beneath the stars so calm and bright; I told her that to me her cheeks were like twin lilies, pure and white; But in the morning, as I brushed my powdered vest for half an hour, I realized the lilies must have been some other kind of flour.

—L. A. W. Bulletin.

State of Ohio, City of Toledo, Lucas County, ss.

Frank J. Cheney makes oath that he is the senior partner of the firm of F. J. Cheney & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of Catarrh that cannot be cured by the use of Hall's Catarrh Cure.

FRANK J. CHENEY.

Sworn to before me and subscribed in my presence this 6th day of December, A. D. 1886.

(Seal) A. W. GLEASON,
Notary Public.

Hall's Catarrh Cure is taken internally and acts directly on the blood and mucous surfaces of the system. Send for testimonials, free.

F. J. CHENEY & CO., Toledo, O.
Sold by druggists, 75c.



PRIMITIVE BUDDHISM; Its origin and teachings by Elizabeth A. Reed, A. M., Scott Foresman & Co., Chicago, 1896.

Buddhism as a religious system although controlling the thoughts and actions of vast multitudes of our fellow beings, is yet understood by comparatively few people in this country. The book gives a concise statement of the origin, belief and teaching of the Buddhists, tells of their orders, and also gives a very clear view of their literature. This work will be of great service to all careful students in this field of thought.

NATURE'S BYWAYS.—Natural Science for Primary Pupils, by Nellie Walton Ford, illustrated by Gertrude Morse. Price, 40 cents. The Morse Co., New York.

The author of this charming book is the first primary teacher in the Irving school at St. Paul, Minn., and in the preparation of this work she shows that she understands both the child and the natural science in which he delights. The selections are well chosen and admirably arranged for first grade pupils. The book emphasizes the thought side in reading and minimizes the attention which is too often given to purely formal drills upon words. Every one will be delighted with the illustrations, and the paper, presswork and binding are simply perfect. Evidently the Morse Co. believe that nothing is too good for the children.

FILLMORE'S SCHOOL SINGER for Day School Juvenile Classes and Teachers' Institutes, by J. H. Fillmore and B. U. Unseld, 160 pages, board 30 cents. Fillmore Bros., Cincinnati, Ohio.

This excellent school song book contains a department of "Progressive Exercises" to which is added a course in the Tonic Sol-fa notation. The many songs for study and recreation, each one a gem, presents great variety for all occasions. Mr. Fillmore has always been very successful in writing songs that are suitable for children's voices, and giving them music which they love to sing.

This is one of the best of all the school music books yet published.

HOW TO CELEBRATE, a book of special exercises for special occasions. Arranged by Prof. John A. Shedd, Miss Ida M. Hedrick, Mrs. Emma C. March, Mrs. E. E. Chester, and Archibald Humboldt. March Bros., Lebanon, Ohio.

The custom of observing holidays and the birthdays of eminent men and authors is growing. The exercises and programs in this book will be very helpful to the busy teacher in arranging for these special days. It contains exercises for Washington's birthday, Christmas, Thanksgiving day, Arbor day, Decoration day, Fourth of July and the birthdays of Lincoln, Longfellow, Whittier, Holmes, Bryant, Emerson, Lowell, Carlton and Harriet Beecher Stowe. The material for these celebrations has been very carefully selected to combine both interest and instruction.

HOW TO ORGANIZE ROUND TABLES.—For Mothers' Associations, by Mrs. Ellen R. Jackman. Werner School Book Co., Chicago.

This book contains excellent outlines that will be very helpful to mothers who are attempting to study their children in the light of recent investigation along the line of child study.

The notes and references, showing where much information and the latest research upon this important subject are to be found, are very full and complete. Any society of mothers by organizing themselves into a Round Table and using this book as a guide can do very good work in the study of children.

THE MASTERY OF BOOKS. By Henry Lyman Koopman, A. M., Librarian of Brown University. Cloth, 12mo, 214 pages. Price, 90 cents. American Book Company, New York, Cincinnati, and Chicago.

This author is not a book worm, for he knows both books and human nature, and his keen insight and rare literary taste qualify him to speak with authority.

The school boy needs just such a book. Few read much before the age of twelve, few read widely after the age of twenty. Within eight years one must select some few hundreds from the thousands of good books that await reading. The schoolboy needs at once restraint and encouragement, guidance and freedom of choice.

Mr. Koopman does not tell dogmatically just what to read. He tells sim-

ply how to select, laying down principles of guidance. He shows the right way, yet leaves freedom for individual choice. His discussion of newspapers and fiction is especially practical and tolerant.

The chapters on "Reference Books and Catalogues" and on "Memory and Note-Taking" will appeal to every practical teacher.

The style is delightful, and the book is a very helpful addition to the many good books being issued by the American Book Co.

IMAGINATION AND DRAMATIC INSTINCT. Some practical steps for their development, by S. S. Curry, Ph. D., 370 pages, \$1.50. School of expression, 458 Boylston street, Boston.

There is no doubt but what many young people grow up in this matter of fact age having scarcely any powers of imagination, yet if this faculty had been properly cultivated at the right time it would have greatly assisted in the harmonious development of the whole man. Dr. Curry in his introduction well says: "Work without imagination is drudgery, but with it, the humblest employment is lifted into the realm of beauty and art. The imagination is the source of all inspiration and interest in life; its activity creates beauty in the commonest objects of handicraft, and gives charm to the humblest home." This work is the outgrowth of twenty years teaching. Dr. Curry well knows the need of awakening the imagination and dramatic instinct in the college, theological or law student.

There is a wealth of illustrative matter which makes the book very full and complete.

BIBLE SELECTIONS FOR DAILY DEVOTION. Compiled by Sylvanus Stall, D. D. 12mo. cloth, 686 pp. \$1.00. Full flexible Morocco, Divinity Circuit, Gold on Red Edges, \$2.50. New York, London, and Toronto: Funk &

Wagnalls Company.

There is no lack of passages in the Bible suited to be read at the opening of the public schools, but even to a thorough Bible student it is no small matter to hastily select each day a passage suited in length and character to such use. In this compilation Dr. Stall comes to the busy teacher with the assistance so much desired. The choicest passages from Genesis to Revela-

tion are arranged in 365 consecutive readings of about twenty-five verses each, and printed in clear type, without note or comment. Difficult names are pronounced, the poetical parts are in verse, the text is from the Authorized Version, printed in paragraphs, as in the Revised Version, and the Four Gospels are arranged in one continuous narrative. Desiring to secure the re-establishment of daily worship, Dr. Stall could not have devoted himself to the purpose more effectively than in the selection and compilation of this volume, which is the only book of its kind published, and which supplies in this most convenient form such passages of Scripture as are best suited for private, family, or public worship. The merits which make this book helpful and valuable, when known, are sure to secure for it an immense circulation.

MYTHS AND LEGENDS OF OUR OWN LAND, by Charles M. Skinner. J. B. Lippincott Company, Philadelphia.

It is often unthinkingly said that America is not old enough to have developed a legendary era for such an era always grows backward as a nation grows forward. Yet the record of our country's progress is of deep import and many events are embellished with legends which add much charm to the memory of them. The author has taken great pains to gather these tales from all sources so that the books are quite complete.

Our teachers will find Myths and Legends very interesting and will gain from them many side lights in history.

Our deeds are like children that are born to us; they live and act apart from our will. Nay, children may be strangled, but deeds never; they have an indestructible life both in and out of our consciousness.

—George Eliot.

She—Did you tell Fibs of our engagement?

He—Yes.

She (aggrieved)—You promised that you would say nothing about it.

He—It's perfectly safe with Fibs; no one ever believes him.

FUNCTION OF THE CRITIC

BY WM. M. BRYANT, M. A., LL. D.

"Judge" is the name we give to the specialist as a critic of conduct. "Critic" is the name we give to the specialist as a judge of literature and art. Each presupposes an ideal. For the former the ideal is ready at hand in the law. For the latter the ideal is more or less elusive, there being no standard which all are agreed to accept without reservation.

Nevertheless there are two or three characteristics which will scarcely fail to be admitted by most people as being essential to such standard. The critic of a book (say) is bound (1) seriously to seek out the actual aim of the author; (2) accurately to estimate the worth and worthiness of such aim; (3) to pass intelligent and impartial judgment upon the method pursued and the success attained in the work. Otherwise his "criticism" is a delusion and a snare.

This raises the question whether what may be called the batch or grist method of review, now for some time more or less in fashion, does not so hamper the critic that almost of necessity his function is rendered quite abortive and his criticism little else than mere caricature of what criticism ought to be. How, indeed, could the critic be otherwise than disheartened at thought of turning a dozen volumes together into the hopper and grinding out one review? Surely the process can be no true critical functioning. At best it can be only perfunctory. The books are almost certain to be "read" only to the extent of skimming the preface and table of contents, plus a paragraph or two chosen at random. Result, a random or truly a priori judgment.

A striking example of the batch method of reviewing books is afforded in a recent number of *The Dial*. Under the caption "Educational Tendencies," the reviewer—dozen volumes under eye—pleases himself with this truly luminous combination: (1) Dr. Luquer's "Hegel as Educator," though "a very carefully studied," is yet a "not very original presentation"; (2) "Hegel's Educational Ideas" (by the present writer) is "a far slighter contribution to the subject," though (3) "it shows a certain originality and suggestiveness."

Could anything be more ungracious than the "not very original" as applied to Dr. Luquer's book, which is just a translation of passages from Thalow's "Ansichten" (consisting of reflections on education selected out of Hegel's works) and prefaced with a "Life of Hegel?" Nor does he by so much as a word hint that he has even guessed at the aim or method of my own book.

In fact had not the critic (dire necessity prodding) been hurrying breathlessly on to Herbert, and child-observation, and kindergartening, and Roman education, and education of the nervous system, etc., he might possibly have noticed that Dr. Luquer's book and my own (in plan at least) may fairly be taken as really supplementing one another—the former, if I may so say, being an attempt to get at the fact, the latter, to get into the fact, of Hegel as an educational force.

Dr. Stanley—for he is the reviewer—does, indeed, refer to the "somewhat florid Hegelianism" of my book. Well, a florid complexion is generally accepted as a sign of good health. And so I am disposed rather to regard that quality with complacency as being hopefully contrasted with bilious Nothingism—of which one is reminded by the "somewhats" and "not veries" and very uncertain "certains" of the "review" in question. By these forms of expression the reviewer evidently intends to avoid that "over-emphasis" with which he credits my book.

One might venture timidly to guess that such phlegmatic superiority is to be explained by the doctrine—said to be the key-note of Dr. Stanley's own book on "Feeling"—viz: that Pain is the primal, fundamental root of all feeling. No wonder that positive forms of statement should seem irritating to a soul that finds itself going about on one leg—and that by the eternal destinies foredoomed to be rheumatic! A fateful Urphaenomen, truly!

Such doctrine is a very natural corollary of the current, though hopelessly one-sided, doctrine of evolution, to the effect that Man is derived from the Mud of the primal sea. And yet I can hardly believe but that Dr. Stanley has deliberately committed himself to that degree of Schopenhauerish sentimentalism. It is far more likely that the reviewer of his book was in the same desperate state of hurry as was the doctor himself in reviewing my book. So that already I begin to feel ashamed and remorseful as having but now been dabbling in the primal ooze. In fact, as I must remind myself and Dr. Stanley, epithets are always cheap and commonly (sometimes uncommonly) nasty. Wherefore I shall at once begin watching my chance to wash in the literary pool of Siloam—the purity of which the angels alone can preserve—and promise to try to keep clean thereafter.



Jerome K. Jerome's last story, previous to his engagement to write two plays, has been secured by *The Ladies' Home Journal*, and is to be printed in its January issue. It is called "An Item of Fashionable Intelligence," and deals with life in the higher social circles of London.

Col. T. W. Higginson in his reminiscences in the January *Atlantic* speaks of an interesting coincidence. It was his habit to read late into the night, and sitting up till four one morning he left his bookmark at an unfinished page, having to return the book to the college library. A year later he happened to take the book from the library again, chanced to get up at four o'clock to read, and began again where he left off. Afterward looking in his dairy he found that he had skipped a precise year between the two days and continued reading the same passage.

The January *Arena* is the most interesting number that has appeared in many months. It is of special interest to legislative bodies, physicians and lawyers on account of the article on "A Court of Medicine and Surgery," written by A. B. Choate, the prominent lawyer, at the request of leading physicians. This is the opening shot of a campaign that will be waged from *The Arena's* pages by leading physicians, surgeons, and Jurists in the near future, and that will be carried before the legislature in Minnesota and elsewhere this winter.

Julian Hawthorne has written two articles for *The Century* on life in Jamaica, and the first of them, "Summer at Christmastide," illustrated by Gilbert Gaul, will appear in the January number. Mr. Hawthorne's home is on the island, which he thinks is beyond the reach of all competition as a pleasure resort in winter. But the proportion of colored to white people in Jamaica is thirty to one, and the ratio is constantly increasing, as the white people are gradually moving away from the island.

The *Bookman* for January is full of good things for book lovers. The next best thing to reading all the new books is to read the reviews of them in this excellent illustrated journal, Dodd Meade & Co., publishers, New York.

Current Literature gives more reading, of greater variety, and of uniform excellence, than does any other magazine published.

The series of articles on The Problem of Elementary Education, by Dr. J. M. Rice, which have been in process of preparation for nearly two years, began in the December number of *The Forum*. These articles are based on special tests undertaken with more than one hundred thousand children, and represent an entirely new departure in the field of pedagogical study.

It is confidently believed that these articles will prove to be of the very highest value. They cannot fail to be of vital importance to parents and teachers.

Young men and women who wish a college education will be interested in the series of illustrated articles on "American Universities and Colleges," now running in Frank Leslie's Popular Monthly. A paper on Yale was given in the November number, and one on Cornell appears in that for December.

Scribner's Magazine began with January, 1887. The issue for January, 1897, celebrates the opening of a new decade. A great programme has been announced for the coming year and several of the schemes will begin in the January issue—notably the series on "The Conduct of Great Businesses" beginning with "The Department Store" described by Samuel Hopkins Adams, of the New York Sun, and illustrated from actual scenes by W. R. Leigh.

Every number of *Current History* is a reference library in itself, presenting a complete review of contemporary history. To keep the run of important occurrences as they take place from day to day, is a task for which most readers cannot find the time. It is here accomplished for them far better than if they diligently read a dozen daily papers. No brief press notice can give an adequate idea of its scope. The 248 pages of the current number (3d quarter) cover hundreds of timely topics,

many of which are elaborately treated. The subjects of Literature, Education, Music, Drama, Religion, etc., receive due attention; and the Necrology gives biographical sketches of Mrs. H. B. Stowe, ex-Gov. W. E. Russell of Massachusetts, etc. There are 56 portraits,

Garretson, Cox & Co., publishers, Buffalo.

McClure's Magazine will begin in the January number a series of "Life Portraits of Great Americans" with reproductions of all the existing portraits of Benjamin Franklin known to have been made from life. There are fifteen such portraits, and some of them have never been published. Mr. Charles Henry Hart, probably the highest authority on early American portraits, is collecting and editing the material for the series, and will add introduction and notes giving the history of the several portraits and whatever is interesting in the circumstances of their production. There will also be an article on Franklin by Professor Treat, of the University of the South.

Justin McCarthy, Lyman Abbott, Hamilton W. Mable, Candace Wheeler, Anna Eichberg King and General James Grant Wilson are among the contributors to the January Magazine Number of *The Outlook*. The beginning of *The Outlook's* great "Life of Gladstone," (32 pictures), a study of the "New Governors," a humorous story, Dr. Abbott's "An Evolutionist's Theology," "A Day with John Burroughs"—such are some of the features in the 90 pages of reading matter with their 70 illustrations. The new shape and typography greatly improve this well-known journal, a "weekly and monthly," now in its twenty-eighth year—\$3.00 a year—*The Outlook Co.*, 13 Astor Place, New York.

The January number of *The Chautauquan* is especially rich in the character of its literary productions. With the French Academy as a nucleus French literature, past and present, is made the subject of five attractive articles, three of which are profusely illustrated.

TO CURE A COLD IN ONE DAY.

Take Laxative Bromo Quinine Tablets. All Druggists refund the money if it fails to Cure. 25c.

The "Progress of the World," in the Review of Reviews for January, 1897, gives an admirable resume of the great world-events of 1896. Nowhere else can so faithful and impartial a chronicle of these stirring times be found. This illustrated editorial summary in each month's Review is everywhere recognized as one of the triumphs of modern journalism. The discussion of the Cuban situation is enlivened by the reproduction of timely Spanish and Spanish-American cartoons.

In our mention last month of the many branches that are now taught so successfully by mail, we neglected to mention the Art Classes. The Prang Normal Art Classes for home study, and instruction by correspondence are now very successfully conducted in every State in the Union. These classes are under the direction of Mr. Louis Prang, Mr. John S. Clark, Mrs. Mary Dana Hicks and Mrs. Hannah Johnson Carter. Write to the Prang Educational Co., Boston, for circulars.

Recipe for a Happy Day.

Take a little dash of cold water,
A little leaven of prayer,
A little bit of sunshine gold
Dissolved in morning air.

Add to your meal some merriment,
Add thought for kith and kin,
And then, as a prime ingredient,
A plenty of work thrown in.

Flavor it all with essence of love
And a little dash of play;
Let a nice old book, and a glance
above,
Complete the well-spent day."

—Selected.

THE PROBLEM OF THE STOICS.

When a man says "I lie" does he lie, or does he speak the truth? If he lies, he speaks the truth; if he speaks the truth, he lies.

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This journal is sent to subscribers until they order it discontinued, and all arrearages are paid. Please look at the label on the wrapper of your journal and if the date is earlier than 1897 you are in arrears, and we hope you will renew at once.

We are making special offers in order to get you to renew promptly. (See page 32.) There we give you your choice of premium books, any one of the five, absolutely free. The journal alone is \$1.00 per year, but for a short time only we will give you one of these books. They are the most valuable premiums we have ever offered.

If we could just make you see that copy of "Evangeline," we know you would want it. It is Longfellow's "Evangeline" complete.

It is beautifully illustrated, with 31 full page engravings, an elegant photograph of the author and 35 smaller illustrations. It is bound in rich cloth binding, with side design stamped in silver, and has gilt top. Altogether, it is a very handsome book, and you will be delighted with it.

The other premium books are not quite so pretty, but they are equally valuable. Remember, now, one dollar renews your subscription and gets you one of these books by return mail. If you desire to discontinue, send 10 cents for each copy of the Journal received since your subscription expired. We want to clean up old accounts, and it takes cash to help

BUSINESS.

Home Pleasures.

Blest be those walls where hospitality And welcome reign at large! There may you oft Of social cheer partake, and love and joy, Pleasures that to the human mind convey Ideal pictures of the bliss supreme.

—Ferguson.

FREE TO TEACHERS.

The business of a teachers' agency is to learn where vacancies are, when changes will be made, give reliable information and assist teachers to secure desirable positions. We have hundreds of vacancies in every state and will forfeit \$500 to any teacher who finds our information unreliable. We do not ask a "per cent" of your salary. For FREE list of vacancies in any state, name position desired and address with stamp, Independent Teachers' Agency, Waterloo, Iowa.

Mr J. H. Plummer, publisher of the WOMAN'S WORLD AND JENNESS MILLER MONTHLY, offers \$500 in gold to the persons forming the largest number of words from the word "Instruction."

These contests have proven very popular in the past, the competition for prizes being very close. See his advertisement in another column.

THE NUMBER OF VISITORS TO THE BEAUTIFUL SUNSHINY SOUTH-LAND IS INCREASING.

Owing to the warm but still bracing atmosphere of the Southern States, the tourists and pleasure-seekers of the North are fast learning that the delightful winter resorts on the Gulf Coast in Mississippi, Alabama and Florida, are the only places to spend the cold and bleak winter months.

In order to afford everybody an opportunity to visit these popular resorts, THE MOBILE & OHIO RAILROAD,

which is the favorite North and South Short Line, has placed on sale, at all points north of the Ohio River, tickets at low rates for its patrons, to all Winter Tourists' points in the South.

Tickets will be on sale daily until April 30th, 1897, and will be limited to June 1st, 1897, and passengers will be allowed to stop over at points south of the Ohio River.

Any information desired regarding rates, tickets, time tables and general information, will be furnished on application to any Railroad Ticket Agent, or to W. B. Rowland, General Agent, 215 N. Fourth Street, St. Louis, Mo.

E. E. POSEY,
General Pass. Agent, Mobile, Ala.

AMERICAN JOURNAL OF EDUCATION.

ANSWERS WANTED.

The following letter which we received a few weeks ago is respectfully dedicated to the State Superintendent of Texas and the other superintendents whom it may concern.

— — — — — Co., Tex., Dec. 1, 1896.
American Journal of Education, St. Louis.

Gentlemen: Please send me a few free sample copies of your journal which have examination questions and under it the answers thereto. Have you any questions and answers to Texas examinations? It may be the State Superintendent of Texas got his supply of examination questions from you, you can find out where he gets them and let me know. Or you may know the place where the State Superintendents of different states get their examination questions and write to me.

Yours truly,
Prof. — — —

Evidently the Professor has a great desire to fit himself for the coming examinations. His plaintive "let me know" and "write to me" would almost move a heart of stone, yet as we have not yet found the cave where the "State Superintendents of different states get their supply of questions" we have not written.

WANTED.—Forty-three teachers for the various grades of public schools in Missouri for next September. Must be good at discipline and instruction. F. M. SHIPPEY, Waterloo, Iowa.



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As **DUCKS** take to **WATER**, so do **CHILDREN** to **SCIENCE**, if they have half a chance. They need some help. Then help them by getting them a **PLANETARIUM**. It is a new Astronomical apparatus, needed in every college and school in the country. But its best place is on your mantel or center table. It is commended by the best astronomers; it is wonderful, efficient beautiful and cheap. It points out for you in the sky a planet, star or constellation, just as a living astronomer would if at your side. Send for descriptive circular and price. To introduce it, it will, for a time, be sent at **HALF PRICE**. Take advantage of this offer while it is open. Address,

J. M. CHANEY,
Independence, Mo.

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THE CONTRIBUTORS to the REVIEW are the men and women to whom the world looks for the most authoritative statements on the subjects of the day. No other periodical can point to such a succession of distinguished writers. The list is a roll of the people who are making the history, controlling the affairs, and leading the opinion of the age.

THE TIME when these subjects are treated of by these contributors in the REVIEW is the very time when the subjects are in the public mind.

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Harper's Bazar

IN 1897

The BAZAR, a thoroughly up-to-date periodical for women, will enter upon its Thirtieth Volume in 1897.

As a Fashion journal it is unsurpassed, and is an indispensable requisite for every well-dressed woman. Katharine De Forest writes a weekly letter on current fashion from Paris. In New York Fashions, and in the fortnightly pattern-sheet supplement, ladies find full details, directions, and diagrams for gowns, wraps, and children's clothing. Sandoz, Baude, and Chapuis draw and engrave the newest and finest Parisian designs every week.

The serials for 1897 will be: The Red Bridge Neighborhood, by Maria Louise Pool; and Father Quinnallion, by Octave Thanet. Short stories will be constantly presented by brilliant writers, among which are Mary E. Wilkins, Harriet Prescott Spofford, Marion Harland, Ruth McEnery Stuart, Viola Roseboro, and Margaret Sutton Briscoe.

What Women are Doing is various parts of the Union will form a series of special interest.

Other interesting features are The Outdoor Woman, devoted to healthful sports and pastimes; Music, a weekly critical summary of music in New York; Amateur Theatricals, Embroidery and Needlework, Ceremony and Etiquette, Good Housekeeping, "What Girls Are Doing," "Current Social Events," and Personals gleaned from original sources.

Women and Men, Colonel T. W. Higginson will regularly continue his valuable essays.

Answers to Correspondents. This column is conducted for the benefit and convenience of readers, and all questions received are answered in rotation, as promptly and fully as practicable.

Art. The BAZAR is a notable picture gallery, reproducing the most beautiful works of American and foreign artists, as presented in the annual Paris and New York exhibitions. Wit and Humor. Everybody turns for a hearty laugh to the BAZAR'S last page.

An All-Round Woman's Paper.—What more appropriate gift can be made to wife, daughter or sister than a subscription to HARPER'S BAZAR? Secure it as a welcome visitor in your household for 1897.

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WALKS AND TALKS.

By William Hawley Smith.

The author is best known to the educational public by his remarkable story, "The Evolution of Dodd." "Walks and Talks" will meet the fullest expectations of all who have read "Dodd." The author Walks into schools and many educational gatherings, and then taking what he saw as a text, he Talks to *you* about it. It contains *thirty-one talks*, most of them to you. He says: "You see it is only that which is written or said as strikes you especially and leads you to action that is worth writing or saying at all." "It is chock full and brimming over with the best kind of sense." "It is a book of books for all interested in the education of children." "I have just finished reading 'Walks and Talks' for the second time, with increased pleasure and profit." These are some of the sayings about it. The one chapter on "rats" is alone worth the price asked for it.

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Harper's Weekly

IN 1897

With the end of 1896 HARPER'S WEEKLY will have lived forty years. In that time it has participated with all the zeal and power at its command in the great political events of the most interesting and important period in the history of the country, and it has spread before its readers the accomplishments of science, arts, and letters for the instruction of the human mind and the amelioration of human conditions and of manners.

What the WEEKLY has been in its spirit and purpose, as these have been manifested principally in its editorial pages, it will continue to be.

It is impossible to announce with precision all that the WEEKLY will contain during the year 1897. It were as easy to announce what is about to happen in the world, what triumphs for good government are to be won, what advances of the people are to be made, what is to be the outcome of the continuous struggle between the spirits of war and peace, what is to happen in the Far East, what is to be the state of Europe twelve months hence, what new marvels of science are to be revealed, or what are to be the achievements of arts and letters, for the WEEKLY is to be a pictorial record of all this.

Cartoons will continue to be a feature. SERIAL STORIES. A New England story by Miss Mary E. Wilkins, will begin in January. A tale of a Greek uprising against the Turks, by Mr. E. F. Benson, the author of "Dodo," will follow. A sequel to "The House Boat on the Styx," by Mr. John Kendrick Bangs, illustrated by Mr. Peter Newell.

More Short Stories will appear in the WEEKLY than it has been possible to publish during 1896.

DEPARTMENTS: Mr. W. D. Howell's "Life and Letters" have been among the most charming features of periodical literature; Mr. E. S. Martin, and others will contribute observations on what is going on in "This Busy World"; "Amateur Sport" will remain the most important department of its kind in the country.

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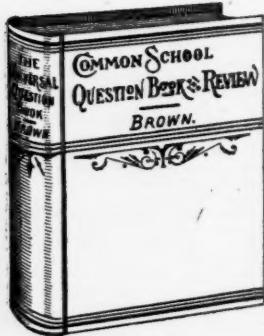
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